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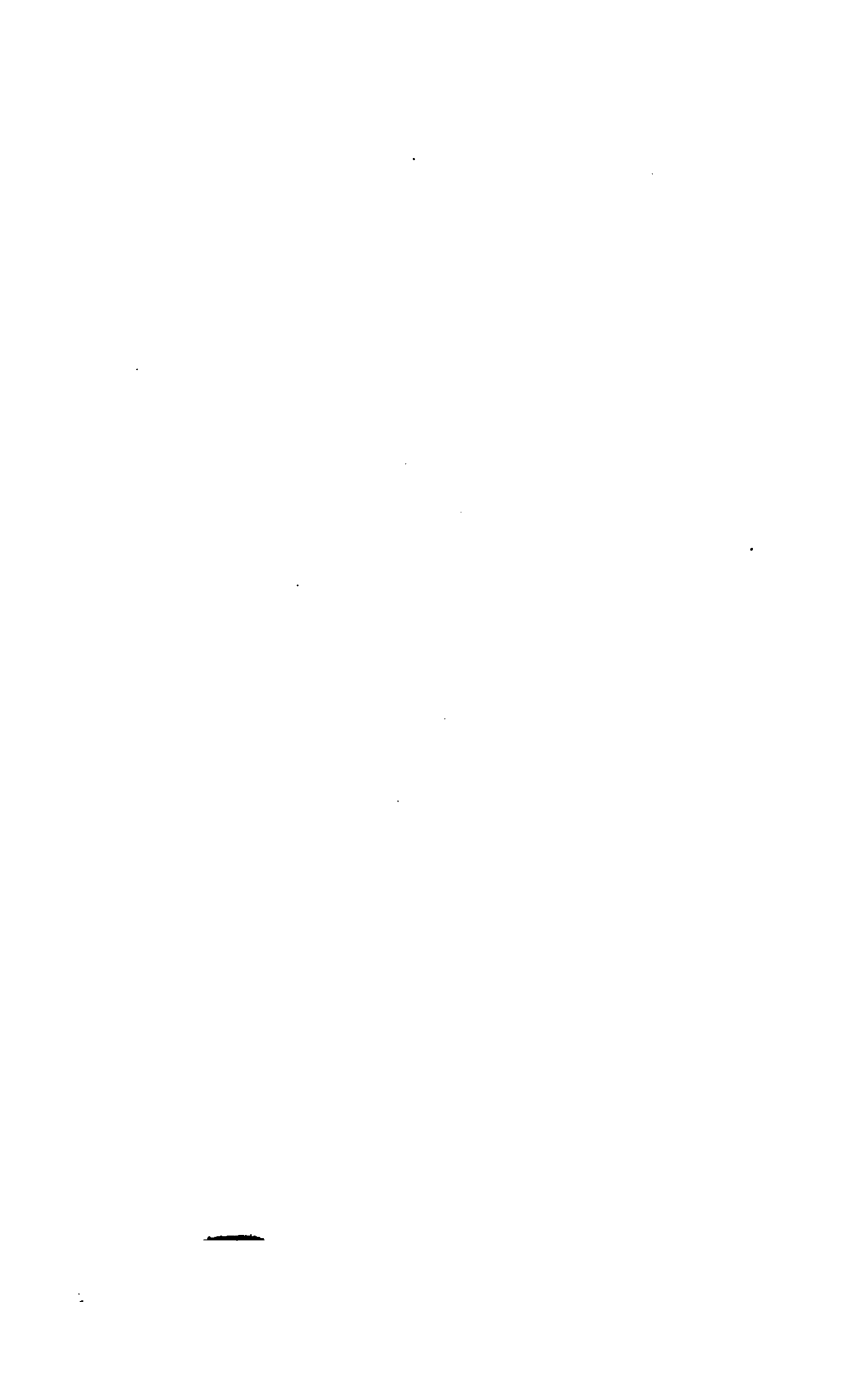


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THE VOCATIONAL SERIES

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NEW YORK and CHICAGO



The Memorial to Alice Freeman Palmer at Wellesley College

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PROFITABLE VOCATIONS FOR GIRLS

PREPARED BY A COMMITTEE OF TEACHERS
UNDER THE DIRECTION OF

E. W. ^{W. E. W.}WEAVER

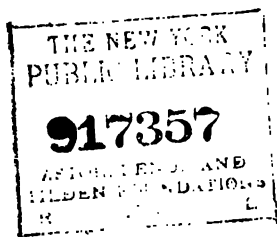
DIRECTOR OF VOCATIONAL GUIDANCE AND INDUSTRIAL
EDUCATION BUREAU OF THE BUFFALO
CHAMBER OF COMMERCE



THE A. S. BARNES COMPANY

NEW YORK AND CHICAGO

1915



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PREFACE

THERE is a manifest desire to increase the vocational content of the school curriculum. Any process of reconstruction of this kind must necessarily be slow. In the meantime, the teachers can do much in their classes towards giving the girl about to leave school a general survey of the field of occupations, helping her to form definite purposes, teaching her how to investigate for herself questions that deal with the choice of a career and the methods of preparation for success along particular lines, directing her attention to the vocational training facilities of the community, showing her how to utilize these, and placing before her an index to vocational literature.

From this rapidly accumulating literature, there will be formulated ultimately some definite rules for the scientific management of the individual by the aid of which a worker may be enabled to choose wisely, prepare thoroughly and advance rapidly. The reader of this literature cannot escape the conviction that the apparent maze which leads from the entrance gateway to the many employments which are open to workers to a reasonable degree of prosperity is not as complex as it seems and that there never was a time when the well-prepared and determined worker was so sure of a comfortable living as now, and, on the other hand, it was

asy for the thoughtless to drift into such industrial situations. It has been made to provide in this handbook of the available information relating to the way for admission to gainful occupations and to in suggestive forms the methods by which they may advance themselves. While no claim can be made for completeness every effort has been made to give a general survey of the available material. This material has been gathered from so many scattered sources that it is not possible to enumerate all of them in this place.

The greater part of the material was collected by a committee of teachers from the Girls' High School of Brooklyn under the leadership of Miss Jennie M. Jencks and Miss Mary E. Hall. Miss Carrie E. Wendell of the Erasmus Hall High School of Brooklyn and Miss Martha Weaver of the High School at Montclair, New Jersey have made valuable contributions. Helpful criticisms have been received from Mr. Warren W. Zurbrick, Chairman of the Vocational Guidance Committee of the Buffalo Public Schools and from Mr. O. H. Burroughs, Director of the Public School Vocation Bureau of Pittsburgh.

Since the appearance of the first edition of this book, the publishers have been favored with many inquiries from ambitious young women for additional information concerning special occupations which seemed to attract their notice while reading this general survey; from parents regarding the relative advantages of vocational training schools; from vocation committees of public schools and social service committees of churches for suggestions in regard to the best methods for doing effective work in behalf of the young people in which

ey were interested. Instead of endeavoring to incorporate in a new edition the answers to these many and varied inquiries it has been decided to confine the work to a general survey but the publishers have consented to make accessible the rapidly expanding files of newspaper clippings and magazine articles and the indexed library of vocational literature and government reports by organizing a bureau to supply to the readers this book more detailed information on any of the subjects. The only stipulation is that every letter of inquiry shall have attached to it postage stamps for reply and have pasted on the outside of the envelope one of the coupons printed on the last page of the book and that no correspondence relating to any other matters shall be enclosed in the same envelopes.

never so easy for the thoughtless to drift into such hopeless industrial situations.

An effort has been made to provide in this handbook a summary of the available information relating to the conditions for admission to gainful occupations and to present in suggestive forms the methods by which workers may advance themselves. While no claim can be made for completeness every effort has been made to present a general survey of the available material. This material has been gathered from so many scattered sources that it is not possible to enumerate all of them in this place.

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VOCATIONS FOR GIRLS

CHAPTER I

THE FIELD OF WORK

FIVE million women in this country make their own living. Everyone who really counts works at something, whether in the home or outside in the professions, in business, or in industry. Of these workers, only those are successful who have courageously faced the problem that confronts every schoolgirl. This problem is: to what work shall I devote myself?

Work must be more than a way of earning a living. The working day is long and leaves little time and strength for other activities. For the girl who does not find in her work itself a full expression of her thoughts and desires, no real life is possible—only a starved and stunted existence. Only as happy and efficient workers can we make our highest contributions to the world. Neither happiness nor efficiency is possible for those who are not by nature fitted for their work, or are not adequately prepared for it.

The girl must choose the work for which she is naturally fitted, the work that really attracts her. At the outset she must not forget that in all lines of profitable work there is more or less drudgery and that the choice should be made with care and with due deliberation. Too often the matter is left entirely to chance. Not long ago, when 662 children were asked why they had accepted their first job, 550 or 80 per cent. answered that they *had* exercised no choice at all in the matter.



The untrained girl who leaves school with a limited education may begin as an apprentice to a dressmaker or a milliner; go into a clothing factory, a shoe factory or a silk mill; begin in a department store, serve as a cashier in a small store; enter upon domestic work, or begin in a laundry. Older girls who have a good English education may secure more advanced business positions, prepare for a civil service appointment, enter a training school, prepare for nursing, or take up telegraphing or telephone operating. The girl who has been graduated from the high school and can afford the time and the expense to secure a few years of additional training in special schools may choose from a much wider range of occupations.

The woman who is unexpectedly compelled to face this problem will find her field of choice very narrow. She will be unable to enter occupations in which the beginner must serve a period of unprofitable apprenticeship. The girl who finds herself unsuited to the occupation that she has entered should choose some new work for which she can prepare to some extent in her spare time before giving up the old work.

FIELDS FOR WOMEN.

I. In professional fields, as

1. Teacher.

- a. Kindergartner.
- b. Graded school teacher.
- c. High school teacher.
- d. Teacher in special schools, also
Teachers of special subjects.
- e. College teacher.

They simply "took the first place that was offered," "wished to be at home," or "wanted to be with friends."

For the girl as well as the boy, the field is practically unlimited. Although only 47 groups of the 303 occupations listed in the census of 1900 include more than 5,000 women workers, still there are some women engaged in all but nine of these 303 kinds of work. This is the wide field of work from which a girl may choose.

However, some bounds are set to the activities of all. Everyone is beset with limitations beyond which it may not be well to go in considering the choice of an occupation. The blind must confine themselves to a very narrow range, the deformed must be content with one of a very small number of occupations. All of us are limited more or less by time, place and circumstance.

It is generally unwise for a young girl to leave her home to seek an opportunity for doing something that strongly appeals to her in some distant city, when she does not find an opening in the desired line in her own town. The first thing, then, is to check on the list of occupations those which are open to her in her own town.

In every town there are some industries that are growing rapidly and others that are steadily declining. This must be considered in the survey of the field of work. In the special report of the Bureau of the Census on Occupations, there is given for all the principal cities of the country, the number of persons engaged in each of the larger groups of occupations for several successive periods. In the separate bulletins for the several states for the census of 1910 will be found the number of persons employed in manufacturing in two successive decades. These figures indicate the vocational tendencies of the population in any particular locality.

The untrained girl who leaves school with a limited education may begin as an apprentice to a dressmaker or a milliner; go into a clothing factory, a shoe factory or a silk mill; begin in a department store, serve as a cashier in a small store; enter upon domestic work, or begin in a laundry. Older girls who have a good English education may secure more advanced business positions, prepare for a civil service appointment, enter a training school, prepare for nursing, or take up telegraphing or telephone operating. The girl who has been graduated from the high school and can afford the time and the expense to secure a few years of additional training in special schools may choose from a much wider range of occupations.

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FIELDS FOR WOMEN.

I. In professional fields, as

1. Teacher.

- a. Kindergartner.
- b. Graded school teacher.
- c. High school teacher.
- d. Teacher in special schools, also
Teachers of special subjects.
- e. College teacher.

f. Governess in private family.

g. Director of public or private school.

2. Physician.

3. Dentist.

4. Lawyer.

5. Analytical chemist.

6. Sanitary inspector.

7. Tenement inspector.

8. Health inspector.

9. Trained nurse.

a. In hospitals.

b. Under public authorities or charity agencies.

c. In private families.

10. Librarian.

11. Social worker.

12. Journalist.

13. Manager of institutions.

14. Dietitian.

15. Actress.

16. Musician.

II. In commercial fields, as

1. Typist.

2. Stenographer.

3. Bookkeeper.

4. Cashier.

5. Indexer.

6. Private secretary.

7. Saleswoman.

8. Purchasing agent, *i. e.*, professional shopper.

9. Telephone operator.

10. Telegraph operator.

11. Manager or proprietor of business enterprises :

- a.* Insurance agencies.
- b.* Real estate agencies.
- c.* Hotels, restaurants, and lunch rooms.
- d.* Shops for selling home-made food.
- e.* Dry goods shops.
- f.* Florists' shops.

III. In artistic fields, as

- 1. Artist.
- 2. Commercial artist.
 - a.* Pottery maker.
 - b.* Illustrator.
 - c.* Designer.
 - d.* China painter.
 - e.* Engraver.
 - f.* Poster artist.
 - g.* Stencil artist.
- 3. Photographer.
- 4. Architect.

IV. In industrial fields, as

- 1. Dressmaker.
- 2. Milliner.
- 3. Maker of hand-made art goods.
 - a.* Wood carver.
 - b.* Metal worker.
 - c.* Bookbinder.
 - d.* Leather worker.
 - e.* Rug maker.
 - f.* Needle worker.
- 4. Interior decorator.
- 5. Upholsterer.
- 6. *Corsetiere.*

7. Laundry worker.
8. Baker and confectioner.
9. Expert in fruit and vegetable preserving.
10. Poultry farmer.
11. Manager of farms or horticultural establishments.
12. Dairy woman.
13. Toilet expert.
14. Dresser of show windows.
15. Factory worker.

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PRACTICAL EXERCISES

1. Prepare a table of occupations in which you can engage without leaving home.
2. Make a list of occupations open to those who are blind; who are deaf and dumb; who have only one hand.
3. Make a list of occupations from which those are excluded who are color blind; near sighted; devoid of a sense of humor.
4. Make a list of occupations in which persons may hope to succeed who are deficient in arithmetic; in geometry; in English.

CHAPTER II

A SELF-EXAMINATION

AFTER carefully surveying the field of work, the girl who wishes to choose a suitable career must make a careful examination of herself. This self-analysis is not easy. The girl whose associations have been largely with those of her own age will be likely to underrate herself and her own powers. For this reason, it is a good thing for a young girl to associate as much as possible with her elders, so that she may compare herself with them. She will find that many of those who have succeeded have been just average persons and that the vast number of resolute and determined persons who go out into the world find something to do that proves both interesting and profitable.

If she has advanced in her school work beyond the others of her age, she has a right to believe that she will be able to advance herself in employments more rapidly than others. If she finds herself ready and willing to lend a hand and to co-operate in the work of the home and the school, she will certainly be successful in business and happy in social relations. If she makes friends readily and takes a delight in helping along in her church and Sunday school, she may be sure that it will not be long before an employer will know her favorably. If, on the other hand, she finds that she does not readily learn new things, that she does not take much interest in the affairs of others and that she is inclined to stand

and wait until she receives directions, she will conclude that it will be better for her to take up some kind of routine work.

However, a girl cannot always tell at an early age what her later interests and abilities will be. For this reason, it is well for her to consider not only herself but also her inclinations, but also the interests of the grown-up members of her family. It may be possible that she will have the same interests when she becomes older. It is safe to assume that the girl who does not cultivate a liking for neatness, orderliness, and carefulness before she leaves school will not be valued later in the shop or the office, in the store, in the library, in the hospital, or in the laboratory.

The girl who shows a disposition to see for herself the things that are to be done and has learned to take pleasure in finishing what she undertakes, may be reasonably sure of succeeding in almost any line, provided she is strong physically and can afford the time and the money to make preparation.

It is safe to say that a girl is making a mistake in taking up a line of work simply because an opening offers her the opportunity to escape from school. She should remain in school as long as possible. Employers do not want girls under sixteen years of age and will not take them under twenty-one. Those who find it hard to get along in school with the assistance of teachers will find it much harder to get along in business or in the industrial field, where no one is especially concerned as to whether they succeed or fail. This does not mean that a girl should postpone her choice of circumstances until they compel a break with school, but that

should take up the matter of choice after she has determined how long it is possible for her to remain in school.

A great step towards a successful occupational career is taken when the girl elects to study herself and the various fields of work while she is yet in school. Then, by the time she leaves school, she will know something of her own strength and desires and something also of the work before her.

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PRACTICAL EXERCISES

1. Note down the personal traits which help to make the work of the following pleasing to you: the teacher; the physician; the dentist; the saleswoman; the waitress; the dressmaker; the stenographer; the photographer.

2. Think of some tests by which you can determine whether one has a capacity for leadership.

YOUR MISSION

ELLEN H. GATES

If you cannot on the ocean
Sail among the swiftest fleet,
Rocking on the highest billows,
Laughing at the storms you meet;
You can stand among the sailors,
Anchored yet within the bay,
You can lend a hand to help them,
As they launch their boats away.

If you are too weak to journey
Up the mountain steep and high
You can stand within the valley,
While the multitudes go by;
You can chant in happy measures,
As they slowly pass along;
Though they may forget the singer,
They will not forget the song.

Do not then stand idly waiting
For some greater work to do,
Fortune is a lazy goddess,
She will never come to you:
Go and toil in any vineyard,
Do not fear to do or dare,
If you want a field of labor,
You can find it anywhere.

CHAPTER III

MAKING THE CHOICE

WHEN she has made a list of attractive occupations, the candidate will consider each one carefully and talk the matter over with her teachers and parents. She will find it helpful to interview relatives and friends who are engaged in some of the selected occupations.

At first, it will appear that some of the lines of work are overcrowded and that it will be hard to find an opening. This difficulty is more apparent than real. The girl who is willing to show that she is in earnest and is ready to make thorough preparation will be surprised to find how the way opens for her after she is ready to take up work. If she persists in her efforts to satisfy her employer and to succeed in the initial stages of her work, she will find that her associates in those overcrowded grades of work rapidly drop out and leave open the way to promotion with comparatively little competition.

In talking over the matter with her friends and relatives, the girl will generally find that those who have been engaged for some time in a particular line of work will be disposed to discourage a candidate from taking it up. People see the discouraging features of their own work and only the attractive side of the work of other people. For this reason, it is well to compare the opinions of the workers in the occupation with the opinions of those who know that occupation from the outside.

When she has collected from a number of different people their views of the occupations that she has selected and of her suitability for them, the girl should read what is said bearing upon the subject in some of the excellent books listed at the end of this chapter. The biographies of those who have succeeded will enable the reader to form very helpful views concerning the conditions that a worker may expect to find, although it must be remembered that those who have made notable successes entered upon trades and professions so long ago that conditions were very different from those that confront the beginner nowadays. It must also be borne in mind that biographies generally note the successes and triumphs and not the discouragements of those whose history they relate. They make no mention of those who fail.

The final choice should be made along the lines of the highest capabilities. Girls having special talents or some powers of initiative should branch out into newer paths, leaving the beaten tracks to others. However, girls who must support themselves from their own earnings, will do well to enter the paths in which the risks are not so great as in the newer fields of women's work.

Finally, it is a good plan to hold a full debate of the whole subject with oneself. To do this, let the arguments for and against a given occupation be set in order and each one of them examined in turn to see if the unfavorable opinions and arguments can be explained away. This will mean a great deal of trouble for the girl who is inclined to be lazy, (but this chapter is not written for lazy girls).

When the girl has made the final decision and carefully planned her preparation, she must allow no small

discouragements to induce her to change. A change in her plans after she has begun her preparation will mean a loss of time and money and also prevent the accumulation of that experience which is needed to make work profitable. "No man, having put his hand to the plough and looking back, is fit for the kingdom of God," nor for any other kingdom which is worth winning.

THE NOBILITY OF WORK

From Carlyle's "Past and Present"

There is a perennial nobleness, and even sacredness, in work. Were he never so benighted, forgetful of his high calling, there is always hope in a man that actually and earnestly works; in idleness alone is there perpetual despair. Work, never so mammonish, mean, is in communication with nature; the real desire to get work done will lead one more and more to truth, to nature's appointments and regulations, which are truth.

The latest gospel in this world is "Know thy work and do it." "Know thyself:" long enough has that poor "self" of thine tormented thee; thou wilt never get to "know" it, I believe. Think it not thy business, this of knowing thyself; thou art an unknowable individual: Know what thou canst work at, and work at it like a Hercules! That will be thy better place. * * *

Blessed is he who has found his work: let him ask no other blessedness. He has a work, a life-purpose; he has found it, and will follow it! How, as a free-flowing channel, dug and torn by noble force through the sour mud-swamp of one's existence, like an ever-deepening river there, it runs and flows; draining off the sour festering water gradually from the root of the remotest grass-blade; making, instead of pestilential swamp, a

green fruitful meadow with its clear-flowing stream. How blessed for the meadow itself, let the stream and *its* value be great or small! Labor is Life: from the inmost heart of the worker rises his God-given force, the sacred celestial life-essence breathed into him by Almighty God; from his inmost heart awakens him to all nobleness, to all knowledge, "self-knowledge," and much else; so soon as work fitly begins. Knowledge? The knowledge that will hold good in working, cleave thou to that; for Nature herself accredits that, says Yea to that. Properly thou hast no other knowledge but what thou hast gained by working: the rest is yet all a hypothesis of knowledge: a thing to be argued of in schools, a thing floating in the clouds, in endless logic-vortices, till we try it and fix it. "Doubt, of whatever kind, can be ended by Action alone."

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QUESTIONS FOR DEBATE

1. That the girl of sixteen is as competent to choose her career as a boy of the same age.
2. That a woman has a larger number of fields of work open to her than a man has.
3. That there are as many lines of work in which a woman may become her own employer as there are in which a man may do so.
4. That the girl who works in the factory or in the office has more independence than the girl who works at home.
5. That working papers should not be issued to girls under 16 years of age.
6. That it takes longer to become established in a profession than it does to build up a profitable business.
7. That the conditions of women in industry is better in those states in which women have the vote than in other states.
8. That female workers in offices and retail stores change their employers more frequently than male workers in the same occupations.
9. That women workers are more considerate in their treatment of newcomers who join their ranks than male workers.
10. That more boys than girls distinguish themselves as leaders in the outside activities of school and college.
11. That it is easier for a boy in high school to keep up a saving bank account than it is for a girl.
12. That the country cousin who works in the home enjoys more privileges and advantages than the city girl who lives at home and works in an office or store or factory.

CHAPTER IV

THE PREPARATION

EVERY girl should consider this matter of preparation seriously some time before leaving school, so that in the latter years of her school work, she may select the studies that bear upon some one line of work and put her best efforts into these studies.

The girl who expects to enter another school after graduation from the high school must find out the entrance requirements of that school and prepare to meet them, or she will lose valuable time. A high school course followed by a regular college course offers the best equipment to anyone who can afterwards afford the time for special training, professional or otherwise.

Even the college course should be regulated by the choice of a vocation. A girl must prepare to enter the life that she has chosen: a girl interested in agriculture will choose some college offering a course in that subject; if she wishes to become a business woman, she will select some first-class business college; and if she takes a general college course, her choice of electives will be determined by her plans for her after-college life.

Even those who must leave school at an early age may aim for better things than the overcrowded occupations into which the great masses of unambitious workers go. There are many ways in which one may prepare for higher grades of work.

The girl who enters one of the poorly paid lines of work, if she is willing to use her time carefully and well

and to deny herself, will find opportunities to prepare for more profitable work. I recall a young girl who, upon leaving school, had to accept a place as nurse-maid. She was given several evenings a week to herself and on these evenings she attended evening school regularly and prepared herself so that she was able to secure a place as a dressmaker's assistant at higher wages. In due time, she had attained skill as a dressmaker and she had little difficulty in securing profitable wages. Others have advanced themselves in the same way. It requires considerable heroism to stick to such a plan long enough to win out.

A worker is more likely to overcome obstacles in this way, if she plans her work carefully and learns in what schools she can secure the best kind of training in the shortest time. In planning this, it is wise for a girl to have her teachers help her before she leaves school. Sometimes she can find in her church, women of good judgment who are willing to advise her in this direction and to help her to get employment in which the hours of work will permit her to find time to prepare herself for greater usefulness.

The girl who is employed in a place where the surroundings are unfavorable, the associations immoral, or the conditions bad, is not likely to have either the spirit or the energy to train herself after her day's work. Girls in such positions should not hesitate to consult older people in order to learn how to meet such circumstances. They may go to their favorite teachers to talk the matter over, or if they have retained their church and Sunday school connections, so that they may be known to their pastors and to their fellow-members in

the congregation they will more readily secure sound advice and help in shifting to favorable conditions.

In planning the preparation, it must be considered that a little expenditure of earnings may prove a very profitable investment. The workers in a city will usually find that attendance upon classes for personal instruction is much better for them than enrollment in correspondence courses, however glitteringly these may set forth their advantages. However, excellent correspondence courses are given by first-class schools. These courses are especially helpful to those who have attained maturity and some degree of ability in helping themselves and have had some experience along their own lines. Aside from special training, those who must mix with people should not neglect opportunities for getting a wide general knowledge of affairs. Attendance upon the lecture courses that are open everywhere will prove helpful in acquiring culture. The Chautauquan reading courses, also, have done much towards helping large numbers of working people to form systematic intellectual habits.

TOPICS FOR STUDY

1. A description of some contrasted types of women's colleges.
2. The purposes of the trade school.
3. Advantages of a business college.
4. Occupational diseases.
5. Autobiography of a working woman.
6. Interviews with people as to the best preparation for their lines of work.

OPPORTUNITY.

In harvest-time, when fields and woods
 Outdazzle sunset's glow,
And scythes clang music through the land,
 It is too late to sow.
 Too late! too late!
 It is too late to sow.

In wintry days, when weary earth
 Lies cold in pulseless sleep,
With not a blossom on her shroud,
 It is too late to reap.
 Too late! too late!
 It is too late to reap.

When blue-eyed violets are astir,
 And new-born grasses creep,
And young birds chirp, then sow betimes,
 And thou betimes shalt reap.
 Then sow! then sow!
 And thou betimes shalt reap.

Anon.

CHAPTER V

COUNTING THE COST

"YES, Carl must go to work," said his mother Carl's teacher, who was anxious that the boy should remain in school until he had completed the course. "My sister is preparing herself for teaching and Carl's earnings are needed at home."

The boy enters some line of unskilled work and by the time his sister gets her appointment and earns eight or twenty dollars a week with good prospects ahead, he will have stagnated in a position which will never pay him more than twelve or fifteen dollars. The more favored girl owes a great deal to her family and can well afford to pay something more than gratitude.

Gifts and loans for vocational education may well be accepted by young people, but all gifts and loans and scholarship awards involve obligations that should influence them to make every exertion, not only to get the greatest benefit out of the opportunities they enjoy, but also to make some return to those whose sacrifice brought them these opportunities. It makes little difference whether the costs were paid for by parents or friends or by the tax payers of the city or town: the girl assumes a debt toward those who have helped her and must pay it either in money or in service.

In planning for expensive preparations for a career the costs must be considered. In a city, a girl's support will cost from \$200 to \$400 a year. To this must be added her tuition and the possible net earnings during

the period required for her special training. In the public libraries, there will be found annual reports of the Commissioner of Education and the twenty-fifth annual report of the Commissioner of Labor. In these a great deal of information is given about the special schools of the United States. A post card request will bring to the sender catalogues of the schools that are accessible. These catalogues usually give the cost of tuition and living expenses.

In deciding between a school offering a longer and one offering a shorter course, a good many things must be considered. In preparing for some occupations, it is possible to take the first part of a longer course and then secure some work that will furnish practical experience while the worker is saving the necessary money to complete the course. In such cases, it is wise to plan for the best preparation by selecting the school offering the most thorough training.

When the girl is planning the expenditure of money, she should consider the relative values of possible investments for her money. In choosing between a more or less expensive preparation for a career, she should decide whether a part of the money to be spent in acquiring the more expensive education might not be of greater value to her for some other purpose at a later period in her career.

Where the expenses at school are from \$200 to \$400 a year, the girl cannot afford to take any of her time and energy to earn a part of her support, unless the employment that is offered will afford a desirable change from the routine of the school work. If a girl tries to do anything that interferes with school work she is acting against her own interests. Later, when she

is forced into competition with others, who devoted all their time and energy to their school work, she will be at a great disadvantage.

It must also be remembered that profitable work is usually not found immediately after graduation from college or the professional school, and that a few unremunerative years of trial follow the special training courses in most of the promising occupations.

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PRACTICAL STUDIES

1. Cost of trade school training in millinery.
2. Cost of serving an apprenticeship for the same work.
3. Relative costs of a training school course and a college course as a preparation for teaching.
4. The cost of preparation for librarianship; for nursing; for teaching music.
5. Make an estimate of the amount of money which your parents have expended in your maintenance up to the age of sixteen.

CHAPTER VI

ESTIMATING THE VALUE

SOME girls will want to skip this chapter. It is full of figures. Those who are too impatient with figures before they start out in life will probably have troublesome figures to deal with later. The unprepared girl must solve this most difficult problem in arithmetic: how to be comfortable on the low and uncertain wages of the untrained worker.

A careful girl with a little experience who goes into domestic work and lives in the home of her employer will be able to save a few hundred dollars a year for a bank account. The girl who goes behind a counter will not be able to make her expenses the first year and she will have very great difficulty in saving a hundred dollars a year after she has learned her work; therefore, such experience is relatively not very profitable.

Many of these lines of unskilled work, while they are not especially profitable, may enable a girl to make her own expenses and to provide for her own support. Such work is not to be despised, for self-support brings a degree of freedom and self-respect that means a great deal. However, those who must accept such work should seek to prepare for profitable employment later.

Several things must be taken into consideration in determining the profit that comes from employment: the wages, the regularity of employment, and the prospects for advancement. Of over two thousand girls in twenty-six department stores in Chicago in 1910, about

ten per cent were receiving over \$12 a week. In such employments, the depressing thing is not only that the chances for advancement are so few, but that the small number that do advance receive with their increased pay the envy of the disappointed ones.

In connection with possible earnings, the expenses incidental to an employment must be taken into consideration. A physician whose office receipts amount to \$3000 a year may not have so much for her own uses after paying her expenses, as a teacher has whose salary is only half as much. The trained nurse who works on private cases is under so severe a strain that frequently she is obliged to take long vacations, and so really earns less than the nurse who has regular hours and a good home with a smaller salary.

A careful study of the wages paid in different occupations will be helpful in estimating the value of different kinds of training. The average annual earnings of women over 16 years of age in the shirt factories of New York is \$327. The average earnings of over 300 female stenographers employed in the several departments of the civil service of New York City, of which the pay rolls were examined, was \$954. These women secured their appointments because of their special training. Their income from their work is over \$600 a year more than the income of the factory women. At the age of twenty-five, a woman can also secure such an annual income for life by a cash payment of \$12,000 to a life insurance company. This means that a thorough training in English, stenography and typewriting is worth as much in this market as the annual income of \$12,000.

The average annual earnings of 401 nurses in the service of the same city is \$760. In the same year the average annual income of over 12,000 women making women's clothing, according to the Census Bureau, was \$398. The four years spent by a girl in high school and the two years in a nurses' training school enable her to earn \$362 a year more than the sewing woman earns. The sewing woman could increase her annual income by this amount by buying an annuity in a life insurance company. Such an annuity would cost her \$7,000 in cash. Therefore, the special training of the nurse is worth \$7,000.

Whenever at any local point the earnings of the untrained and unskilled worker exceed the cost of her support, it is generally found that the incoming tide of immigrants is deflected to that locality and for this reason the earnings of workers of this class are kept down to the bare cost of living. Subtract this bare cost of living from the earnings of a woman who occupies a place of responsibility and the difference will be the market value of character; if this cost of living is subtracted from the earnings of the forewoman in the factories in which the unskilled and untrained workers are employed and you have an estimate of the value which the market places on a capacity for leadership; subtract it from the average earnings of the skilled or educated woman and you have the value of special skill or educational equipment.

In comparing wages which are paid for the same kind of work in different parts of the country, it must be considered that the value of the wages will depend upon the purchasing value of the money that is received in payment for services. In some parts of the country, the

cost of living is much lower than in the large cities. This difference must be considered in estimating the relative returns that the trained person may expect.

The commercial agencies issue from time to time tables showing the comparative cost of the necessities of life for different years and for different cities in the country. These ratios furnish an excellent basis for computing the wages at any given point in any given year from any available scale of wages in an occupation.

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PRACTICAL EXERCISES

1. Investigate and make a report on the cost of the necessary living expenses of a worker known to you as a domestic servant; as a teacher; as a saleswoman; as a telephone operator; as a stenographer.

CHAPTER VII

FINDING THE OPENING

AFTER the necessary special preparation has been made, there comes the necessity of finding an opening. In any vocation, the first employment is likely to be in some wage-earning capacity. The young doctor accepts service in a hospital; the young lawyer joins some law firm as an apprentice. This means that the worker must find an employer by the help of friends or through personal or written applications.

The classified directories give lists of the employers in the city. If a school is known to give thorough training and to be of good repute, an official circular letter sent to these employers in behalf of a promising student usually brings a reply and an appointment for an interview.

A beginner will receive more consideration from an employer to whom she brings letters of introduction from some of his customers or patrons. Firms employing a large number of persons have employment agents to interview applicants for work. These officers are glad to receive applications and to intimate what the prospects are likely to be for openings. It is very much better to leave an application with a good employer and then await an opening or opportunity for a trial than to take the first thing that is offered.

By accepting an unprofitable position, a worker lessens her chances for securing better employment, for she will have no opportunity to interview other em-

employers during business hours. It is better to spend some time and money, if need be, to find the right kind of opening at the beginning.

If she is to make a personal application for a position, the girl can not be too careful about her appearance, the style of her dress and her manner of speaking. This does not mean that she should buy unusually fine clothes for the interview, but that she should wear clothes that are neat and becoming and suitable to the position for which she is applying. Very little things sometimes make an unfavorable impression upon an employer: indecision, lack of promptness in answering questions, mannerisms in language, and oddities in dress. In giving an account of an interview with an employer, a girl stated that she was asked about her qualifications and told of the duties of the position. Then, when the employer asked her whether she thought she could do the work, she replied that she did not know. Such a lack of confidence would in most cases prove fatal to an applicant's chances for an appointment.

If an employment agency is to be consulted, great care must be exercised in selecting the agency. In most of the cities, the Young Women's Christian Association maintains well managed agencies. In a few cities, free employment agencies are maintained by the state, but their registries include chiefly laboring men.

When young girls go to apply for positions, they should be accompanied by some older person who can judge better about the character of the employer and the conditions of the surroundings in which the girls will be obliged to spend eight or ten hours a day. Too much care can not be taken to inquire into the conditions under which the work is to be done. Fortunately,

girls are taught in the schools what is meant by the proper lighting of work-rooms, good ventilation, proper heating, cleanliness and general sanitary conditions. They should remember also that their work should give them opportunities to change the position of standing or sitting as often as possible.

The character of the others that are employed in the same shop or office should be taken into consideration. A fair estimate of this can be made by watching the workers as they leave at the close of the working day. When they are free and easy and swaggering in their manners, girls should hesitate before choosing such shop-mates.

Many other things should be considered. Satisfaction in the work itself, a chance for personal development, count for much more than the wages. On the other hand, a living wage must be insisted upon, for by accepting less, the girl who can live at home does a great injustice to those who are dependent upon their own support. A standard wage ought to pay for the support of the worker and, in addition, enough to provide for maintenance in periods of sickness and unemployment and also to repay gradually the expenses of making special preparation for advancement.

When a girl writes to an employer for a position, she must give care to the selection of writing material, the penmanship, spelling, punctuation, arrangement of the letter, and to the proper statement of her qualifications for filling the position. Business men know that the elementary schools, as well as the evening schools, give instruction in the preparation of a letter of application, and a poor letter will show them that the student has

not learned how to profit by instructions. Such girls are not often considered eligible by those who advertise for help.

No statements should be made in a letter that are not warranted by the applicant's qualifications. Even if she should secure a position through misrepresentations, the girl will not be likely to hold it and after every dismissal from a position, she will find it more difficult to secure new work.

If the applicant has been graduated from school or holds a certificate showing that she has completed a course of study, she should state this in her letter, as it proves that she has the strength of character to finish what she begins. She should give also the names of several people to whom the employer can write for information about her. She must be careful to give only the names and addresses of those who know her and have said that they are willing to answer the inquiries of employers. She should state also whether she lives with her parents and belongs to any religious or social organizations, as these are indications of the nature of her outside interests.

General letters of recommendation are not of very much value and teachers do not care to give the students such letters. The employer wants to be sure that some responsible person thinks that the student is fitted for the position for which she is applying. When she desires a letter of recommendation from a teacher to enclose with a letter of application, the girl may ask for a sheet of school letter-paper, copy on it, properly addressed, a letter similar to the one given below, making only statements that she knows her teacher will think *correct*, and ask the teacher to sign the letter.

LETTER OF RECOMMENDATION

MR. JAMES MONROE,
Manager of the Lookout House,
Summitville, Vermont.

Dear Sir:

Miss Hattie Hudson informs me that she has applied to you for a position as stenographer to your summer guests.

Miss Hudson has been a member of this school for three years and has won the good opinion of all her teachers and the respect and esteem of her fellow students.

She is punctual in the performance of her duties, careful in obeying instructions, and anxious to do well. She is careful of her personal appearance, respectful to her superiors, and considerate of her associates. We have always found her truthful and honest and we believe that she is reliable and trustworthy.

As you will note by her letter, she writes a neat hand. She expresses herself in good English, and understands thoroughly the rules of English composition. She is accurate in the use of figures, and has some knowledge of French and German.

Miss Hudson has completed her course in stenography and typewriting and has had a few months experience in connection with a law firm in this city.

We have every reason to believe that she will please you and render you satisfactory service.

Respectfully yours,

HARRIET BRONSON,
Teacher of Stenography.

Inasmuch as the responsible managers and foremen in large industrial establishments are continually changing, it is desirable for a worker upon leaving an employment to take with her a statement from her superior officer setting forth her experience with the firm. These statements should be preserved so that the worker may have at all times some evidence to show that she has a satisfactory industrial record. Copies of such letters may be sent with letters of application but the originals should be preserved.


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PRACTICAL EXERCISES

1. Write letters of application for several different positions.
 2. Write supposed interviews between employers and applicants for various positions.
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CHAPTER VIII

CHANGING ABOUT

THE recruit in the labor market will find it easy to get a trial. It will be somewhat more difficult to get a second trial and much more difficult to get a third trial, unless the worker has secured good recommendations from those who have already given her a trial. Employers do not care to take the trouble to break into their service those who have a record for leaving positions or for being dismissed.

The girl who changes frequently fails to establish those business friendships that help to make work pleasant and to secure kindly toleration for her and her shortcomings on days when she is not at her best.

On the other hand, a girl develops through an occasional change, whether it is a change of work with the same employer or a change of employers in the line of work to which she has become accustomed. In either case, the change will give her an enlarged experience, a chance to learn new methods and to become acquainted with new people.

To a great extent, this question must be determined by the character of the concern where she is employed. If a concern regularly fills its higher positions by bringing in persons that have secured their experience elsewhere, in order to get the advantage of methods that their competitors have worked out, then it becomes necessary for the employes in the lower grades of work to

be on the lookout for chances to better themselves outside. If the concern is a growing one and the higher grades of service are filled by promotion, the matter must be regarded differently.

When a girl has chosen a definite line of work, changes should be made in the direction of this chosen work. The stenographer who continues to take dictation from the same person in the same business from day to day cannot enlarge her vocabulary unless she practices outside of office hours. A change to a new business means new experiences.

Where a worker finds that she has reached the limits of her advancement and of experience in her employment, she will find it best to talk over the matter of making a change with the employer or his representative. Employers are usually glad to help deserving workers to advance themselves. The few employers that would take an approach to this question with them unkindly may as well be found out by their employees.

It must be remembered that the employers offering the best kind of working conditions and the best terms do not need to advertise or to seek workers. Their own people anticipate the necessity for doing this by keeping their friends informed of possible openings. For this reason, the business woman will find that a change in the line of promotion is easier if she takes care to win the good opinion of an ever increasing circle of workers in different lines.

An experienced worker who comes into an office force may encounter a feeling of unfriendliness towards her on the part of her new associates. She may be given a position that others had hoped to win, or she may be *thrown among those who have not been able to win any*

special favor with their employer. Her dissatisfied fellow workers will be sure to tell her that the prospects are poor, that the managers are intolerant, and she will hear all the tales of fancied and well nursed grievances that the unsuccessful workers have stored up. She must learn to listen to these complaints with apparent sympathy and yet recover from them without bias.

A worker may increase her value by changing. She has all the experience of her former position, readily learns the methods and acquires the experiences of her new associates, and for this reason has a greater value than those who know the routine of only one shop or office. If, on the other hand, she is aiming to win a position of trust and confidence, she will find that her value increases the longer she remains in one position.

No honorable girl who has entered into a contract to serve in a position for a definite time will leave before the expiration of that time without the freest consent of her employer; and if the service is not for any stipulated period, she will not leave without giving due notice. When she is paid by the week, she should give at least a week's notice; and if by the month, she should give notice as long as possible before leaving. Neglect of these small things may permanently injure a girl's reputation as a worker.

PRACTICAL EXERCISES

1. Write the strongest recommendation that your teacher can sign for some particular schoolmate, who is supposed to be about to apply for a position in a dentist's office; as companion to an invalid; as cashier in a restaurant; as an assistant in a laboratory; as a private tutor to a student deficient in arithmetic.

CHAPTER IX

GETTING ALONG

A RIGHT attitude towards work implies a desire to learn all about it and a cheerful willingness to do the assigned duties and all tasks related to them. In an office, the new girl must learn the routine of the office, the character and the location of those who do business with the firm, the names of fellow-workers, and their relations to the work that is being carried on. If the business is the selling of merchandise, she must learn the names of the various articles to be handled, the qualities of the goods, the prices, the methods of meeting customers, and the handling of sales reports.

This great number of perplexing relations in a new world will confuse the beginner. The managers will be too busy to give detailed directions to subordinates. The information must be acquired by asking questions of associates and by observation. At the outset, the girl will find that her neighbors are indifferent to her progress and regard her as a possible future rival for promotion. She must depend upon winning the good opinion of her associates and upon using her own powers of observation.

The girl's methods of learning a new business will be not unlike her methods of learning a new science in school. She will have to learn new terms, understand new articles, study the habits of new people, and classify *and make* useful all the knowledge that she acquires.

A fine example of how this may be done in a systematic and orderly way is furnished by the method in which the railway mail clerk prepares for his duties. He memorizes all the stations and post offices of the assigned route and learns how the mail is received at each place, so that the instant he picks up a package in his mail car, there flashes through his mind the route by which that package arrives at its destination.

The claims of the business must be the worker's first interest, to which all else is subordinated. If the girl is engaged to perform a specific task for a given sum of money within a given time, the employer can have no objection to any outside interruptions that she may encourage or permit; but where the contract implies that she is to give her time and energies to the service of the employer for a given number of hours each day, he is not likely to regard with favor any interruptions of the service by telephone calls or personal visits from her friends. It is advisable, then, for the worker who accepts employment of this kind to consider every social claim during the working hours as impossible on account of previous engagements.

The moodiness of irresponsible children in the home is tolerated; they are indulged in their times of indisposition; allowances are made for their shortcomings; and they are excused when they neglect their duties, because they are "just children." When girls go out to service of one kind or another, they cannot assume that they will have the fond indulgence that has been accorded them in the home and in the school as children and expect to receive, at the same time, the wages of grown-up people. Instead of expecting consideration, they must

be ready to give it to others and to cultivate an attitude of unfailing courtesy.

Next in importance to a right attitude towards work, is a right attitude towards the employer. The employer is a captain of industry. The captain of an army of workers is entitled to the loyal support of his workers even more than the captain of a regiment in a military campaign; and disloyalty to a leader in business is no less intolerable than treason to a community. Every working force in a business concern is a community in itself and the prosperity of the individual workers is dependent upon the prosperity of the whole.

It would be well if all the workers knew enough book-keeping to understand the nature of the expense account. They would then realize that wastefulness in the office must be paid for out of the same funds with which salaries are paid, and that every shirk who gets what she does not earn is robbing some worker who is earning more than she gets.

Short sighted clerks and accountants in business offices sometimes involuntarily foster discontent by permitting the impression to get out among the workers that an apparently very prosperous business concern can pay much better wages, forgetting that the stability of a business concern with which their own welfare is closely related depends upon the ability of the management to maintain a reserve fund to provide for unprofitable seasons, for readjustments, for extensions and improvements and a thousand other purposes.

Since the prosperity of a business establishment depends upon its reputation, a sense of loyalty among the workers demands that a good reputation shall be preserved, that the criticisms of customers shall be met

and explained, and that disparaging and damaging comments of associates shall be discouraged. Each employee must take a personal interest in the business and guard its honor as she does her own.

This obligation of loyalty will lead the right kind of worker to take the same attitude towards the interests of the employer that the physician or the lawyer takes to the man who engages his services. What he learns about his client in the course of an engagement is confidential information that is not to be used except in the course of the engagement, and it is certainly not to be used after that engagement ceases.

A distinction may be made where the subordinate and the superior officers are fellow-employees in public service. In this case, the acts of the superior are matters of public concern, and the subordinate must consider her duties as a citizen as well as the obligations of loyalty to those in superior positions.

LOUISA M. ALCOTT

Louisa M. Alcott, as a young girl just beginning her life outside of the sheltered home in Concord where she had grown up, writes in her diary: "School is hard work, and I feel as though I should like to run away from it. But my children get on; so I travel up every day, and do my best." She was successful as a teacher, and no one ever knew that the work was uncongenial to her and that she was longing for an opportunity to devote all her time to writing, which she felt to be her life work.

The father of the four girls so well known as the Meg, Jo, Beth and Amy of "Little Women," was a high-

souled and impractical man, a friend of Emerson, who, except for the short time in which he was superintendent of schools in Concord, traveled about the country, delivering lectures that barely repaid his traveling expenses. Louisa was the main support of her family for a long time, and from the first devoted herself entirely to the task of paying the family's debts. It was only after twenty years of continuous work, sewing, nursing, teaching and writing, that she was able to write: "Paid up all my debts, * * * and now I feel as if I could die in peace. My dream is beginning to come true; and if my head holds out, I'll do all I once hoped to do."

From the time when her first story was accepted by a newspaper, she looked forward eagerly to making a business of writing. However, she did not allow her ambitions to interfere with her humbler duties, and she was known as an excellent seamstress, teacher, and nurse. Even after she had published successful books, she did not feel above the task of writing "pot-boilers" for the daily papers to add to the family income while she was working on more ambitious schemes.

Miss Alcott regarded her writing as a very serious business, not to be neglected for any personal reasons. Through the illness and death of a favorite sister and the death of her mother, she continued the stories that she had planned, and no personal disinclination, except very serious ill health, ever caused any break in her work. From the time when, as a girl, she endured without complaint a very trying period of domestic service, to the latter years of her life, when she wrote continuously for the support of widowed "Meg," and of the child of her dead sister, she gave all her attention and

single-hearted loyalty to the tasks that she had undertaken.

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PRACTICAL EXERCISES

Write as a class exercise, a sketch of one of the following characters, emphasizing the qualities that contributed to advancement:

Mary Anderson	Mary Lyon
Clara Barton	Lucretia Mott
Elizabeth Blackwell	Florence Nightingale
Anne C. L. Botta	Eleanor Ormerod
Mary Mapes Dodge	Alice D. LePlongeon
Dorothea L. Dix	Emily Sartain
Elizabeth Fry	Ida M. Tarbell
Caroline Herschel	Lydia F. Wadleigh
Sonya Kovalevsky	Frances F. Willard

CHAPTER X

BROADENING OUT

UP to this point, emphasis has been laid upon the selection of the right kind of work and upon adequate preparation for doing this work well. This may have left the impression that the worker lives not for what she herself may be, but for what she is to do in the daily routine of service. Those who are nothing aside from their daily tasks are at best but slaves to those tasks; on the other hand, those who cannot work with enough profit so that they may have some time and energy left over and above the demands of their work, are slaves to their physical needs. The first requisite is such preparation for work as will enable the girl to support herself and still be what she was intended to be: a woman useful to society, profitable to herself, with enough leisure and enough money to develop herself physically, intellectually, socially, and spiritually.

As soon as a worker is fairly well established, she plans for her development in the direction of complete living. A well regulated daily routine of eating, exercising, and sleeping will increase her powers of endurance, her ability to withstand the unusual physical strains that are incidental to all employments at certain seasons, and the power to ward off fatigue.

A woman need not be indifferent to the so-called feminine fancies when she enters business, but she cannot profitably mix these with business. When an employer

was asked why he had selected a certain candidate from a number of women whom he had interviewed, he replied: "Her hat was becoming, rather than freakish; her dress was chosen for service, rather than style; her shoes were better adapted to the street than to the ball room; and by all outward appearance she seemed sensible."

When a girl changes from the comparatively short hours of school to the nine or ten hours of the shop or the office, with the additional time and strain that is involved in going to and from business, she will need a great deal of heroism to overcome the disinclination to regular and vigorous exercise in favor of lighter diversions, to cultivate an appetite for wholesome and substantial meals, and to form regular habits of sleeping, in spite of all sorts of invitations to social functions.

This will mean self-denial; but that is just what everyone in business or professional life has been compelled to pay for any success that was worth while. The working girl will find that her employer is almost wholly ignorant of the popular fiction of the day, that he has little time to ponder over the fashion pages or the sporting columns of the daily paper, but that he cultivates an interest in the greater problems of the business world and questions of social and governmental reform. If she wants to fit herself into the atmosphere of this new world, she will plan for herself courses of reading, with reference to her employment as well as for mere entertainment.

Neither the performance of the assigned daily duties, nor study for intellectual advancement will completely satisfy a normal woman. She will want to do something for others outside of her regular employments. Fortu-

nately, the opportunities for doing this are open on every hand—opportunities for personal service, for social service, and for leadership in organized welfare work in connection with shops and offices.

Sooner or later, she will find that woman's value is not estimated by what she has acquired in the way of knowledge or accomplishments or skill, but by her character; and that this is the sum of her continued self-denials, of her keen judgments of herself, and of a constant daily squaring of herself with her obligations of whatsoever kind. After all is said and done, she will see that few of the ambitions of men and women are ever fully realized; that the buoyant hopefulness upon which so much of the value of men and women depends can be retained only through their spiritual aspirations; and that it will always prove true as it has proved true in the past, that the best corrective for the deadening tendencies of the long continued daily routine of employments is to be found in cultivating the spiritual relations through the active participation in the work of religious organizations.

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PRACTICAL EXERCISES

1. Review the number of times during a week in which you have allowed your plans or opinions to be changed by others.
2. Formulate the reason why you are interested in some studies more than in others.
3. Make a list of the books or magazine articles that have influenced you and specify in what way they have done so.
4. What special accomplishments have you that will influence others to desire your acquaintance?
5. If you are below the normal weight, size, or physical strength for your age, make a plan for correcting the deficiency.

CHAPTER XI

MATTERS OF THRIFT

EVERY worker begins in the servant class. In the homes, offices, shops, and factories, these servants are told exactly what they are to do and watched until they do it; they are rarely encouraged to look beyond the work of the hour and to plan for themselves or for others and are not often given a share in the interests and responsibilities of employers. After years of drudgery, they are replaced by younger servants, and, having learned nothing from their work, they are then eligible only for even lower occupations.

This is the result of bad management. The way to avoid such a situation is through the practice of thrift. Satisfactory service in the lower positions is the first step towards this end. Then the worker must study her resources in mental powers, time, and earnings, just as the business man pores over the figures representing his capital, and she must plan so as to use them to the very best advantage. By managing her own affairs wisely, she will train herself for responsibility in the affairs of others. The girl who learns to plan and manage for herself may expect to be given a position in which she will plan and manage for others.

Thrift is, in this way, a preparation for advancement. Then, too, with the increased leisure, the health, and the spare money that are gained by careful planning, the girl can get the mental development necessary for success and the means to take advantage of oppor-

tunities for improvement. Thrift is not really deprivation. The thrifty girl has all the advantages of self-denial, and at the same time, has more than her extravagant friends. By denying herself the cheap baubles that cost so much in the aggregate and mean so little in the end, she secures money for things that are really worth while. The girl with a small bank account can invest money in herself: she can take evening courses, join a gymnasium club, take a much needed vacation in the hot months, or spend time and carfare looking for the best possible position. She can afford to choose between work that pays poorly at first and offers opportunities for advancement and the development of her talents, and well paid work that teaches her nothing and offers her no chance to raise her earning power.

Few girls realize how easy it is to save money. The postal savings banks will accept the smallest amounts. Deposits may be made at any branch office at any time. Small deposits, if made regularly, accumulate rapidly. Many small indulgences, candy, sodas, cheap jewelry, and fancy neckwear count up to amazingly large sums in the course of a year. The money saved on these alone will give many a girl the independence necessary for success in her work.

The secret of thrift is not in self-denial, but in planning. The thrifty girl studies values. Her time and health and money are precious capital; she knows that she can buy success and happiness with them if she invests them wisely. She will not spend a moment of time or a cent of money on the things that do not give her some return. She knows that most of the cheap trifles are dear at any price. She knows that

other things, the care of a good doctor and a dentist, fresh air and exercise, are cheap at any price. She cannot afford candy and sodas and fancy clothing, but she has always enough money for a light, well-ventilated room, good board, an all-wool coat or a well tailored suit. She seeks recreation that will rest her and give her pleasant memories without draining off the energy and enthusiasm that she owes to her work. She is never too tired nor too poor to respond to opportunities for advancement. Her neighbors watch her progress, sigh, and call her a "lucky girl." She knows that her luck lies in planning her life thriftily.

AN EXPERIMENT IN THRIFT

Twenty girls in the stenographers' room of a New York office, exchanging confidences one day, agreed that it was impossible to save small sums of money.

"If I had a bank account to begin with," said one, "I'm sure I could add a dollar a week."

"Yes," said another, "when I got a raise from \$8 to \$9 a week, I thought surely I could save the extra dollar, but somehow it disappears like the rest."

One of the girls suggested that they make an agreement to save one dollar a week apiece, and give the money to the cashier to keep for them. The head stenographer thought out an improvement on this plan. They were to draw numbers from one to twenty. On the first pay-day, they would each give one dollar to the girl with number one; the second week, to number two, and so on. At the end of twenty weeks, each girl would have a small bank account of twenty dollars.

"It worked fine," said one of the girls. "Of course, it was hard work for some of us, but we found that keeping account of our expenses helped us to save. Then, after we had the money, we had to save it, because we really owed it to the other girls. And it seemed like so much money, that we wanted to put it in the bank, or spend it for something worth while. One of the girls used hers for an evening course, and another bought a good winter coat that will last for three years, instead of the cheap ones she buys every year. When the twenty weeks was up, we began again, and now we are all saving a dollar a week, and some of us even add a little now and then to our bank accounts."

PRACTICAL EXERCISES

1. Find out from a building and loan association how much must be deposited weekly to pay for a \$1500 cottage at the end of ten years.

2. Calculate the value of a savings bank deposit of \$2.00 a week at the end of ten years, if interest is computed semi-annually at 4%.

3. Find out through a life insurance company for what amount a person can secure an endowment policy, payable in fifteen years, by beginning to pay \$20.00 semi-annually at the age of twenty.

CHAPTER XII

VOCATIONAL INVESTIGATIONS

The classes in biology in the high schools study the life histories of plants and animals; this enables the student to understand their economic values and relations, and helps him to learn how the higher forms of life have been developed out of the lower forms. In the natural history collections, expensive exhibits are likewise arranged for the same purposes.

This suggests a useful and an interesting method of securing industrial information. The vocation club of a girls' school may study vocations and prepare exhibits of vocational histories, just as the science clubs make investigations in their respective fields.

The industrial record of a wage earner should include information concerning her physical and educational equipment, and her social experiences at the time of going to work; methods of finding employment; nature of the work which was done in successive employments; the hours of work and rates of pay in each; the reasons for changing from one to another, and the continuation schools attended for securing special training. These records will have additional value if the names and addresses of employers are given, and a statement is included of the methods and tests which are used by employers in selecting workers.

These records should be arranged on uniform cards and indexed by occupations and firms. In the course

of a few terms, a school could, through the accumulation of these reports from students, acquire an index to all the vocational opportunities which are open to those who have to seek employment, and definite information regarding the treatment which particular employers accord to their workers.

Investigations of this kind will give to students a training which may prove valuable. The retail merchants need assistants who know how to secure information concerning the standing of those customers who seek credit; the real estate manager wants to know the character of prospective tenants for an apartment; the boarding house mistress wants to know how to determine the standing of those who apply for admission to her home. It requires skill and diplomacy to secure information of this kind.

A collection of the tests used by employers in selecting workers will prove as helpful to a school as a collection of college examination papers for those who seek admission to college.

One employer who was interviewed gave this interesting experience. He had advertised for a girl over sixteen years of age, to act as assistant cashier, asking applicants to state age and school grades attained.

He received thirty-nine replies; and of these, thirty-two were not considered, either because by failing to state their ages and school grades they showed that they had not learned to read with care, or because by the writing of their letters they gave evidence that they had never learned the art of taking pains with their work.

To one of the others a post card was sent, asking the applicant to call at a stated time. She came a

day late without any satisfactory explanation. She was rejected because she was not prompt in meeting business engagements.

The next one to appear had been working at three different places within a year; could give no satisfactory reason for changing about, and was, therefore, rejected.

The girl who was finally selected was chosen because, by bringing her mother with her, she showed that some grown up person would be responsible for her; and because she brought with her a school report card which was evidence that she had performed her school work with diligence and satisfaction to her teachers, and that she took pride in the record which she had made.

An estimate of the relative liability to accident in different industries may be formed by examining the tables of charges for insurance. In a table issued by one company the rates for insuring window cleaners is thirty times the rates for insuring bookkeepers, and one would infer that accidents in the steam laundries occur three times as often as accidents in hand laundries.

Employment is always more stable in those industries which are prosperous. An estimate of the relative prosperity can be formed by consulting the census bulletins of manufacturing of which one is issued for each of the states. If the added value of the manufactured product less the cost of wages, salaries, and raw materials is a constantly increasing percentage of the invested capital, it is safe to assume that the industry is prosperous and can afford to pay for a high grade of efficiency.

CHAPTER XIII

LABOR LAWS

Many of the progressive states have passed laws regulating the conditions under which women and minors may be employed. Even though these laws may not be on the statute books of her own state, a girl may be sure that it will be unwise for her to accept a position in a factory that does not fulfill these conditions. These laws are not always enforced, and girls should know what the restrictions are, and insist upon the observance of these legal guarantees. The provisions of the law in New York are as follows:

No child under the age of fourteen shall be permitted to work in connection with any factory or business establishment in the state. No child between the ages of fourteen and sixteen shall be permitted to work unless an employment certificate shall have been filed in the office of the employer of such child. Employment certificates can be secured from the board of health, by presenting birth certificate, or other evidence that the child is at least fourteen years old, or a school record signed by the principal of the school. This record must certify that the applicant has regularly attended school for not less than 130 days during the twelve months next preceding his or her fourteenth birthday, or during the twelve months next preceding the application for such school record, and is able to read and write simple sentences in the English language, and has received during such period, instruc-

tion in reading, spelling, writing, English grammar and geography, and is familiar with the fundamental operations of arithmetic up to and including fractions.

No child under the age of sixteen shall be permitted to work in connection with any factory of this state before eight o'clock in the morning or after five o'clock in the evening of any day, or for more than eight hours in any one day, or more than six days in any week; and no child under the age of sixteen shall be permitted to work in connection with any business establishment before eight o'clock in the morning, or after seven o'clock in the evening of any one day, or more than fifty-four hours in any one week, or more than six days in a week.

No girl or woman shall be permitted to work in any factory of this state before six o'clock in the morning, or after nine o'clock in the evening of any day, or more than six days, or fifty-four hours; in any one week, or for more than nine hours in any one day; except that a female may work more than nine hours a day regularly, in not to exceed five days a week, in order to make a short day or holiday of one of the six working days of the week; irregularly, in not to exceed three days a week, provided that no such person shall be permitted to work more than ten hours in any one day, or more than fifty-four hours in any one week.

No female worker between sixteen and twenty-one years of age shall be permitted to work in connection with any business establishment more than sixty hours in any one week, or more than ten hours in any one day, unless for the purpose of making a shorter work-day of some one day of the week; or before seven o'clock

in the morning or after ten o'clock in the evening of any day. This selection does not apply to girls sixteen years and upward between the eighteenth and twenty-fourth of December.

In each factory, at least sixty minutes shall be allowed for the noon-day meal. In each mercantile establishment, not less than forty-five minutes shall be allowed for the noon-day meal of employees. Whenever employees in either factory or mercantile establishment are permitted to work after seven o'clock in the evening, they should be allowed at least twenty minutes to obtain supper before seven o'clock.

Wherever women are employed, suitable and proper washrooms or emergency rooms shall be provided for their use and maintained in proper condition.

Seats shall be maintained in mercantile establishments for the use of female employees to the number of at least one seat for every three females employed, and the use thereof shall be allowed at such times and to such extent as may be necessary for the preservation of their health.

All vats, pans, saws, planes, cogs, gearing, belting, shafting, set-screws and machinery of every description shall be properly guarded. No person shall remove or make ineffective any safeguard around or attached to machinery. All machinery creating dust and impurities shall be equipped with proper hoods and pipes and such pipes shall be connected to an exhaust fan of sufficient capacity and power to remove such dust or impurities; such fan shall be kept running constantly while machinery is in use.

Such fire escapes as shall be deemed necessary by the commissioner of labor shall be provided on the outside of every factory in this state consisting of three or more stories in height.

The walls and ceilings of each workroom shall be lime washed or painted, when it will be conducive to the health or cleanliness of the persons working therein. Floors shall be maintained in a safe condition and shall be kept clean and sanitary at all times. Suitable receptacles shall be provided for the storage of waste and refuse; such receptacles shall be maintained in a sanitary condition.

The owner, agent or lessee of a factory shall provide, in each workroom thereof, proper and sufficient means of ventilation; if excessive heat be created, or if steam, gases, vapors, dust or other impurities that may be injurious to health be generated in the course of the manufacturing process carried on therein, the room must be ventilated in such a manner as to render them harmless, so far as it is practicable.

PRACTICAL STUDIES

1. Find out the restrictions of the labor laws of your own state.
2. Find out the headquarters of the bureau of factory inspection of your state, and learn how to report improper conditions to this bureau.
3. Describe the dangers to society from goods manufactured or finished for the market in dwelling houses.
4. Describe the evils of child labor in canneries and food-preserving establishments.
5. Find the location of the office of the Board of Health of your city where "working papers" are issued.

OCCUPATIONS

CHAPTER XIV

FACTORY WORK.

The census of 1900 shows that there are in New York City alone 187 different kinds of manufacturing industries in which women are employed. The clothing industry gives employment to 10,000 women, earning \$4 to \$7 a week, with an occasional one reaching \$11. In factories where lace curtains are made, the wages are from \$7 to \$9 a week for experienced workers; in twine factories, \$4 to \$7; in paper box factories, \$4 to \$12. Exceptional workers in all lines receive high wages, but the average of 147,454 women in New York City is only \$321.92 a year.

These figures show that while there are a very large number of openings for women in manufacturing work, the great majority of workers do not earn their living and only a few ever reach positions in which they can earn more than the expenses of decent living. Out of one hundred workers in 29 of the New York State factories, 55 earn less than \$8 a week, or less than living expenses; only 5 earn from \$12 to \$15; and but two out of the hundred earn \$15 a week or more.

In the lower positions, the girls must work as fast as they possibly can in order to earn a living. This high rate of speed in the very long factory hours, under conditions that are not always good, produces intense strain. Even the girl with strong nerves often breaks down after five years of work. The manager of a large

factory says that no girl can keep up the speed necessary to earn large wages for more than six years.

However, this is the only field outside of domestic service open to the girl who has to leave school at an early age with an incomplete education and lack of knowledge of English grammar, spelling, and arithmetic. The girl who is wise in the choice of a factory and uses her spare time for further education, may have opportunities to make herself one of the few workers who receive the \$20 or \$25 a week.

It is very important that a girl should enter a factory in which such advancement is possible. No girl can hope to work up very far in a factory where all the responsible positions are held by the men who have been willing to persevere to the point of valuable experience. She must also choose a factory that will offer her an opportunity to learn a trade. In 53 establishments for the manufacture of wood and paper boxes, 980 women receive less than \$7 a week; 580 receive over \$7 a week; and of these 580, in all the 53 factories, there are but four women who make more than \$10 a week, and the highest of all is \$12. Of the 1560 girls who entered this work, only four had the opportunity ever to earn enough to live comfortably, and none will ever be able to earn enough to provide for sickness and old age.

On the other hand there are many factories in which skilled work is done by women, and the beginner in these, if she is willing to serve an apparently unprofitable apprenticeship, will have some opportunities. In ten corset factories, there were 897 girls earning less than \$7 a week and 1314 earning more than \$7. Of these 1314, 137 women, or nearly fourteen to a fac-

tory, earned more than \$12 a week; while two, working as designers and fitters, earned over \$20. The learner in the corset factory at \$3.50 a week, who has an opportunity to learn a trade, is in a better position than the girl of the same age who begins in the paper box factory at \$5 a week.

The conditions in the factories are not always satisfactory. No girl can afford to work in a room where dangerous machinery is unprotected or dust is flying about, so that some day she will have to support herself as a consumptive or a helpless cripple. If a girl wishes to keep her health and earning-power, she must not enter a factory that fails to provide for her comfort and safety. The workroom should be well-lighted, with the light coming from the side or back. A girl working with machinery in a poorly lighted place strains her eyes and may at any time make a slip that will cost her a finger or an arm. Good ventilation is very important. Factories in which dusty work is done should have machinery for carrying off the dust. The girls should have a clean place to eat their lunches, with stoves for warming soup or hot drinks. The worker should have opportunities to change her position frequently. The girls are entitled to some of these necessary conditions by law, but the girl who depends for her living upon her quick eyes, strong arms, and steady nerves, must not wait for the law to guard these for her.

In this, as in other fields of work, there is no advantage in beginning before the age of sixteen. The very young girl is given only the most monotonous unskilled work. She tires of this before she is old enough to learn to operate a machine. Consequently, she

changes about from factory to factory in search of the variety of work that the older girl can find in promotion in the same shop. By the time the girl reaches sixteen, she has formed the habit of drifting about, and will probably never stay in one shop long enough to learn a trade.

After she has entered the factory, the girl's advancement will depend upon the opportunities in the line of work she has chosen and also upon her own abilities. She should be polite and respectful to her superiors, ready to obey promptly, quick to understand and to anticipate orders, and observant of all that goes on about her. She will begin as floor girl, carrying from one department to another; then she may be given simple hand-work; and later she will be taught to run a machine. As a beginner, she will receive from \$3.50 to \$6 a week. When the untrained girl is offered \$6 a week, she may be fairly sure that she will have no opportunity to learn to earn more.

When she has learned to run her machine, the girl is in danger of stopping in her progress. The girl who learns to operate only one machine and devotes all her efforts to increasing her speed on that machine, is not preparing for any future. If a new machine is introduced to take the place of hers, or if she loses her ability through an accident or through ill health, she is again on the level of the unskilled worker, and must begin all over again. In order to prevent this, and to prepare herself for higher positions, a girl should learn as many processes in her trade as she can. This she can do by taking work in evening trade classes or by changing from one position to another in her own shop. She must remember that the small decrease in

pay that results from a change of work is more than made up by the training she receives, and every change will make her quicker in learning new methods of work.

The salaries for operating machines run from \$6 to \$15 a week. Girls sometimes make more in one week when they are paid by the piece, but their average yearly salary is sometimes lower, and seldom higher than that of the others. In general, girls should choose the regular salary instead of payment on the piece work basis, so that they will be able to count on a certain amount of money and not be tempted to ruin their health by excessive speed.

The higher positions are few. The girl who remains in one shop long enough to win the confidence of her employers and the respect of her fellow-workers, understands thoroughly every detail of the work in her department, and has some executive ability, may obtain the position of forewoman. This work provides an escape from the routine of piece work and machine operating, and pays from \$10 to \$20 a week.

Every shop employs a large number of young girls to wrap, pack, and label goods. The wrappers and labellers are usually paid according to the amount of work that they accomplish. The only chance for advancement lies in increased speed. This work requires no skill and leads to no higher positions.

In the manufacture of paper goods and wood and paper boxes, girls will find little room for advancement. Although a little skill is needed in pasting together the fancy boxes that cannot be put together by machine, most of the work is unskilled. The trade is also apt

to be seasonal, as extra hands are taken on for making Christmas boxes and laid off after the holidays.

In the breweries, the girls engaged in bottling beer are obliged to stand in damp cold rooms. Their hands and faces are often cut by exploding bottles. In recent years conditions have been greatly improved in many shops.

In bookbinding, women fold the sheets into pages, gather together the separate pages into a book ready for the binder, sew the sheets together by hand or with the stitching machine, and lay on the gold-leaf for the men who letter the covers. A great deal of the work is paid for by the piece. New machines for folding and gathering together the sheets are being introduced, and girls who would be sure of employment should be careful to learn more than one process. The bookbinders' union, to which women may belong, has sick and death benefits for its members and regulates to some extent the amount of overtime work. Artistic hand binding cannot be learned in a factory and is properly included under the crafts, rather than the industries.

In brush manufacture, women are engaged in inserting the bristles into the backs of the brushes by hand and in polishing the wood. The skilled work and machine work are done entirely by men.

In factories for making buttons, women stamp the buttons from the pearl. Some polishing and finishing is also done by women.

In carpet and rug factories, the beginners find the work very trying, because the chemicals in the dyes are injurious to the skin and clothing. The girls who hand the dyes to the workmen must know the numbers of the colors and respond quickly to orders. They

may advance to winding yarn by machine, and later find good employment in stenciling designs in colors. As compared with other industries, this trade shows an unusually large number of women receiving more than \$8 a week.

Girls do not assist in the actual manufacture of chemicals. They fill bottles and seal them with a corking machine that requires quick movements and careful attention rather than any degree of skill. The girls also make and fill capsules and stamp out lozenges. They have the advantage of working in their own departments separate from the men. Although the odors of the chemicals are unpleasant to the beginner, the work is unusually free from any bad effects upon the health of the women.

The cigar manufacture is unionized in many shops, and the workers follow a regular plan of advancement. The beginner for three weeks strips the leaves from the stalks for \$3.50 a week. She then receives the regular union wage of \$7. By skill and speed, she may later earn as much as \$10 or \$11. The conditions in this trade are often very bad. The death rate from tuberculosis among cigar workers is exceedingly high. The conditions in union shops are somewhat better, as the union enforces certain sanitary rules that have considerably reduced this danger. The union has also established an eight hour day in its shops.

A very large number of girls who enter industry begin work in the clothing factories. Men's and women's tailored suits, women's lingerie dresses and shirtwaists, and children's coats and dresses are turned out in great quantities. Each girl does one small part

of the work, and every garment is handled by many workers. Girls may begin by running errands, carrying goods from one department to another, and folding and packing the finished garments. Later they may become "finishers," make button holes, sew on buttons and hooks and eyes, or cover cloth buttons. Finishing pays \$3 to \$5 a week. The next step is machine operating at \$7 to \$9, or sometimes, for very high speed, as high as \$11 a week. This step will end the progress of the great majority of the workers. A certain number of women are needed to press the lighter pieces, but the well-paid work in this line, the pressing of coats and suits, is men's work. There is one very well paid hand in each factory, the designer, who plans the styles and directs the making of new models. She receives from \$15 to \$30 a week, and often more. A small number of cutters and machinists work under her, making a sample of each new model and planning the work of the others when the new model is to be produced in wholesale quantities.

In connection with clothing shops and in separate establishments for this work, there is a demand for expert hand and machine embroiderers. These workers also do fine hand work on underclothing and infants' wear. The wages for hand work vary with the skill of the worker. Machine embroidery is not better paid than other lines of work. The stooping over the frames is very tiring and makes the work impossible for many girls.

A higher grade of skill is required for the machine work in corset manufacture than in most of the clothing trades. Girls usually find that this is a good trade

to learn. Some skill is required for handling the heavy material. An unusually large proportion of the workers in this trade earn more than \$10 a week.

The wholesale manufacture of hats offers employment to a large number of girls. Skill is required in some of the processes by which the fur and felt are prepared for winter hats, and also for the operation of the machines that press the material into the proper shape. Girls with weak lungs should not do this work, as the air in the workrooms is filled with lint from the furs. In making straw hats by machinery, girls operate the power machines for sewing the straw braid. The work is seasonal, and the girl who goes into it should learn another trade with which to fill in the slack seasons.

Some skill is necessary for stitching the seams of gloves on power machines. The glove workers' union has abolished in its shops the custom of forcing the operators to pay rent for their machines. This practice is still maintained in non-union shops.

In the manufacture of knit goods, some skill is required, and the average wage is a little higher than that of other clothing shops. However, the lint in the air from the worsted is unpleasant and injurious to the lungs.

A very large number of women are employed in the shoe factories. In many shops, the conditions are bad, and, at the same time, there are many model shops among the shoe factories. Most of the payments are made on the piece work basis, and the girls are encouraged to work up excessive speed. The beginner cuts off and ties loose threads, cleans and blacks finished shoes, numbers them, and packs them. She re-

ceives from \$3 to \$5 a week. She may then be put to stitching linings with a power machine and paid by the piece. Her usual wage will be \$7 or \$9, although at times she may earn more. Top stitching, a little more skilled than lining work, pays from \$8 to \$18, but more often about \$10 or \$12. Tip stitching and vamping is the most highly skilled work, and pays \$8 to \$25, according to the speed of the worker. It must be remembered that these wages on a piece work basis will be lowered not only by slowness on the part of the girl herself, but also by scarcity of work in the factory. The average weekly earnings for the year is somewhat lower than the wage for any one week.

The steadily increasing number of factories for the wholesale manufacture and preparation of food products makes this a good trade for new girls to enter. In preparing and packing canned fruit, vegetables, and meats, in confectionery, baking, and the manufacture of other food products, such as macaroni, noodles, and the like, the women's work consists chiefly in packing, sealing the boxes, cans, or jars and operating the lighter machines. In candy manufacture, the skilled work, that of dipping the candies into melted chocolate, pays from \$4 to \$10. The conditions in the food factories are almost uniformly good. Many manufacturers have model shops, and others are beginning to realize the value of good conditions for advertising purposes. Among the workers in cellar bakeries and candy shops in the cities, the death rate from tuberculosis is high, but there is nothing in the work to endanger the health of those who are employed in properly ventilated buildings.

In the glass manufactories, only the lower grade work is done by women. The overheated atmosphere of the rooms is very injurious to the health. In electrical supply shops, girls are employed in winding the wire on armatures with a light winding machine. The work requires close attention and some nicety. Since this is one of the newer industries, many of the shops are constructed according to the best modern plans, and the conditions are very favorable for the health of the workers.

In printing and engraving shops, girls run small hand presses and do embossing and bronzing. Girls are employed in engraving to lay the cards on the press for the operator, whose hands are covered with the ink, so that he cannot feed the press. Girls stamping and embossing stationery by machine and laying on gold-leaf for stationery may earn \$10 to \$12 a week. This work requires skill and experience. In the manufacture of fancy post cards, girls are employed to color cards by hand and by machine and to lay on gold and silver decorations.

The great silk, cotton, and woolen mills give employment to a large number of women. The work is unskilled and monotonous. The salaries here range from \$3 to \$12; very few workers exceed \$9 a week, and the largest number earn considerably less.

A FORELADY'S STORY

"Why, I haven't got a story," protested Mary McCarthy, forelady in the stitching room at Heine-man's shoe factory. "I just began here when I was

fourteen and worked up until now I am forelady. Lots of girls have done the same; I'm no different from anyone else.

"It was the same old story that you hear everywhere. Father was a good worker, but there were such a lot of us that the money wouldn't go around, and as soon as I was old enough to mind the children, my mother began to work out by the day, washing and cleaning. Well, yes, it was hard at first. I used to clean up the breakfast dishes and get the children ready for school. Then I took the baby to the day nursery until I got home from school in the afternoon.

"As soon as I got my working papers, I started in here, so that my mother could stay at home. I earned my three-fifty a week by doing a thousand odd jobs, lacing shoes, wrapping and running errands. Yes, it *was* hard work, but then I was used to working at home, and I expected to have to work hard. I was glad when I was old enough to run a machine. They gave me seven a week for sewing linings, and often I was able to make a little more by working late.

"I never thought much about working up; I was too young to plan ahead. Of course, I wanted to make as much as I could, because we needed every cent we could get at home. Then there was the children's education to think of: my mother and I wanted them to finish school. I think it helps a girl to get ahead if she wants the money badly. I've often noticed, too, that the bosses will promote a girl who is earning her living ahead of those who just want the money for extras.

"I always liked my work and had it on my mind until I got it done. Then I had learned at home to do

things the quickest way, and when the other girls did things wrong, I used to show them my way. They always gave me the new hands to break in.

"One day, the foreman in our department went home sick, and never came back. I had been here so long that I knew all the girls and I had learned a great deal about other peoples' work by keeping my eyes open. Well," she added, blushing, "they made me forelady and gave me a raise to eighteen a week, and that's all there is to the story."

"Yes," she admitted, "I did put my brother Jimmie through the law school. But what could I do with eighteen a week, when I had enough and to spare with nine? He's a mighty fine lawyer," she added proudly. "He wants me to stop working, too, but of course I won't do that. Why, I should worry about the work if I went away; I always feel that it is my work and no one else could do it.

"Is the factory a bad place for a girl? Well, I don't know. I do know that it's a bad place for some girls, and I want my sisters to finish school. In the end, though, it all depends on the kind of girl she is and the bringing up she has had."

PRACTICAL EXERCISES

1. With information from the text and the references, write interviews with successful factory workers similar to the "Forelady's Story."

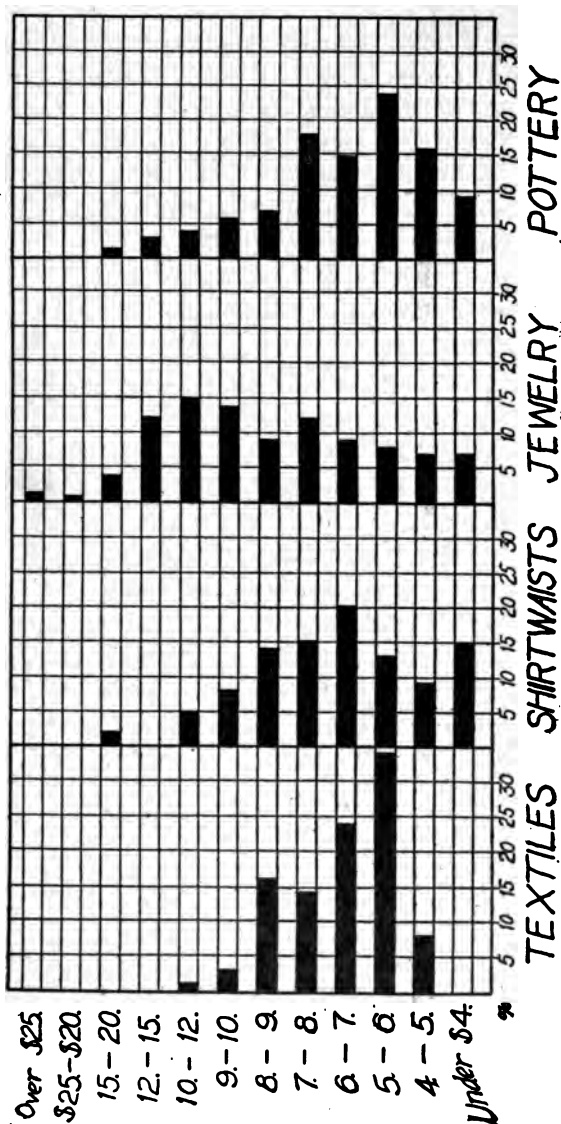
2. With the following figures from the New Jersey census report, make charts similar to that in the illustration. Find the per cent. of the total number of

women in each industry earning under \$4 a week, from \$4 to \$5, from \$5 to \$6, and so on, and indicate these figures by columns.

	CARPETS AND RUGS	CHEMICAL PRODUCTS
Wages	Number Receiving	Number Receiving
Under \$4.....	37	105
\$ 4 but under \$ 5.....	30	322
5 " " 6.....	44	473
6 " " 7.....	37	389
7 " " 8.....	57	340
8 " " 9.....	49	310
9 " " 10.....	32	135
10 " " 12.....	40	78
12 " " 15.....	9	23
15 " " 20.....	0	16
20 " " 25.....	0	1
25 and over.....	0	1
Total.....	335	2193

	CORSETS	PRINTING AND BOOKBINDING
Wages	Number Receiving	Number Receiving
Under \$4.....	187	15
\$ 4 but under \$ 5.....	176	84
5 " " 6.....	239	82
6 " " 7.....	295	78
7 " " 8.....	320	84
8 " " 9.....	295	72
9 " " 10.....	257	43
10 " " 12.....	305	56
12 " " 15.....	121	39
15 " " 20.....	14	12
20 " " 25.....	2	5
25 and over.....	0	0
Total.....	2211	570

A CONVENIENT FORM FOR COMPARING THE PERCENTAGE DISTRIBUTION OF FEMALE WORKERS ACCORDING TO WEEKLY EARNINGS



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STATISTICAL STUDIES

1. Prepare a chart for some industry in which you may be interested, using statistics from the latest annual report of your state department of labor.

CHAPTER XV

LAUNDRY WORK

To the girl who can endure the strain of continual standing and working in a warm, moist atmosphere, the hand and steam laundries offer opportunities for learning a useful trade. Conditions in the laundries have in the past been very bad, because of the great amount of overtime work necessary. The amount of work varies with the material that is brought in by the customers, and cannot be regulated in any very satisfactory way. The girls are obliged to work from 50 to 55 hours a week. In New York State, however, the law provides that no woman shall be called upon to work more than ten hours in any one day, and this regulation has somewhat improved conditions.

Although the methods of the hand laundry differ slightly from those of the steam laundry, a description of the steam laundry will cover the important features of both. The hand laundries often receive finer pieces and the work is less subdivided, so that a girl will find it easier in the hand laundry to learn more than one branch of her trade, and her experience here will be valuable to her in her own home. At the same time, the hand laundries are steadily decreasing in number, and they are constantly introducing machinery to take the place of the hand work, while the girl who has

learned her trade in a steam laundry may always be fairly sure of employment.

The beginner in a laundry shakes the pieces as they come from the drying room, laying them in piles ready for the mangles, or wraps the laundry ready for delivery. This work requires no skill, and if a girl begins in a laundry too young, she will be kept at the unskilled work for a long time, receiving only \$3.50 or \$4 a week and not really learning a trade. Here, as in all work of this kind, there is no advantage in beginning before the age of sixteen.

The first step in advance of shaking and wrapping is feeding the mangle, and tending the hot rollers that iron the sheets, towels, table linen, and other straight pieces. This work pays from \$4 to \$8.

The girl who intends to remain in a laundry must not be satisfied until she is given an opportunity to learn the skilled work, the starching, ironing, and sorting. Collars and shirt bosoms are ironed by a machine that must be tended by a skilled operator. These collar (machine) operators receive \$4 to \$9 a week. Sorting the soiled linen into separate piles according to texture requires a knowledge of materials. Some materials are washed by processes that would ruin others, and the sorter must prevent mistakes of this kind. She receives about the same wages as the skilled ironer.

The skilled ironer is always sure of employment. The girls in the laundry learn to iron by doing the coarser pieces, such as aprons and gingham dresses. The girl who has done careful work at home for her own family will be able to advance much more rapidly than those who have never before handled an iron. Fine ironing

pays \$8 to \$12 a week, and an exceptionally clever ironer can earn more.

The reliable girl who does her work well may hope to be made forewoman in her department in the laundry, where she will direct the work of the others and be responsible to the manager for their mistakes. This requires a long period of service in the laundry and pays \$8 to \$14.

Since the laundries are busiest in the summer and many of the hands are laid off in the winter, the girls who have been trained in a laundry often fill in the slack season by working in the cleaning and dyeing establishments which are most rushed in the winter and early spring. This trade also is a useful one for girls to learn.

The skillful ironer will find work in pressing, which will pay as well as the ironing in the laundry. Most of the heavy pressing is done by men, but there is a great deal of the finer work for the women to do. The girls who can work on the fine laces and embroideries are well paid. The garments that have been dyed require finishing and pressing by skilled workers.

There are other branches of the work that are done in some establishments, such as cleaning and blocking hats, mending gloves, curling ostrich plumes, and fine mending of all kinds. The fine ironing is the real trade to be learned and can be used in laundries and dyeing and cleaning establishments equally well.

The girl who has learned as many branches of her trade as possible can look forward to going into business for herself. Even the small shops are well-patron-

ized in the cities, and these may be started with a limited amount of money.

A PARTNERSHIP

The young woman behind the cashier's desk jotted down the sum of a long column of figures and came forward to the counter.

"I see you're making changes," said I, pointing to the show window. Underneath the sign "Bailey and Heath, Laundry, Fine Work A Specialty," a man was laying on a new set of neat gold letters.

"Yes, didn't you know?" answered Miss Bailey eagerly. "We are going to take up dyeing and cleaning now. We already have promises of work from our laundry customers; and we're going to be up-to-date, too, with all the latest methods. Oh, it was Lizzie Heath's idea," she hastened to say, as I expressed my delight with the plan. "Lizzie's the genius in this partnership. I can keep the books and tell where all the money goes, but it's Lizzie that has the ideas."

"But you never told me that you knew the dyeing business."

"We *didn't* know it," she laughed, "but don't you suppose we could learn it the way we learned the laundry business—by doing it? Lizzie has been working around at all the best cleaning and dyeing places in the city. As soon as she learned one part of the business, she went on to another place and learned something new. Of course they all thought she was foolish not to stick to what she could do, but then they didn't know that she was in business for herself. She has been studying chemistry in evening school, too, and now she knows the business from A to Z.

"She has thought of lots of new things besides that. We are going to take up fine mending, some day, and have a seamstress to work here at it by the day, and we have our eyes on a girl who is good at cleaning and remodelling hats. Of course, it takes money, but we can manage if we only try one new thing at a time. When I am discouraged, I remember that one time we were working for four dollars a week in a laundry. I just think of the little shop we started with, an office and one room, no machinery and all hand work; with Lizzie doing the fine ironing and me washing and keeping the books, and then when I look around at this place, I feel ready to try anything."

"You have done wonderfully well. There are not many girls who could do it."

"Oh, yes, there are. Why, it only takes a little courage. Of course, it was Lizzie that did it all. If it weren't for her, I would still be keeping books for Stanley's laundry. She had the idea of starting out by doing the fine work that people wouldn't trust to the laundries. You see, that didn't take any machinery to begin with, and we added other things one at a time. Then, when people learn that you always do good work, you can get as much business as you can handle. We have our regular customers, and they bring others and stand by us every time we try something new. Of course, Lizzie has a wonderful head," she said affectionately, "but lots of girls could do just as we have done."

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PRACTICAL EXERCISES

1. Find some woman who is managing a business of this kind and write a history of the business.
2. What uses could a student of chemistry make of her knowledge in laundry work?

CHAPTER XVI

DRESSMAKING AND MILLINERY

In the retail dressmaking and millinery shops, a girl may learn a trade that will be profitable to her as a business and useful to her in her own home. The girl with manual skill and some originality and artistic ability, together with business ability, may look forward to going into business for herself. This work also is an excellent field for the married woman who wishes to give part of the time to some profitable occupation.

Certain definite qualities are needed for success in these lines of work. A girl cannot learn her trade once and for all. The styles are continually changing, and after she has learned the details of her trade from another, she must depend upon her own ingenuity and creative ability for the greater part of her work. The girl who wishes to succeed should be a ready learner, and able to please her employer. She must cultivate profitable acquaintances, learn to speak correctly and pleasantly, and know something of social conventions. The girl who goes into business for herself must know something of bookkeeping and must have real business ability. If she is to conduct a fashionable shop, she must cultivate a pleasing manner and must learn to dress quietly and in good taste.

The girl under sixteen may begin in a dressmaking shop as an errand girl. She may be kept at this work

entirely, given no opportunity to learn the trade, and paid about \$4 or \$6 a week; or she may agree to work for less, on condition that she shall receive instruction from the experienced workers. The older girl who has had some training in a trade school, or has learned to sew by making her own clothes, begins in a higher position and may learn rapidly. At first, she will do the finishing on the under side of dresses, felling and binding seams, sewing on buttons, and making button holes. Then she may specialize in skirt making, waist draping, or waist finishing. This work pays well. An expert waist draper may earn as much as \$30 a week in the busy season.

The girl who intends to go into business for herself some day must either go into a small shop where she will be called upon to do more than one kind of work, or supplement her experience in the shop by training of another kind in the trade school. Designing and cutting, the two branches of the trade most necessary for the head dressmaker to know, are seldom taught in the shops. An observant girl may pick up a knowledge of this work in the shop, or learn it in evening trade classes. The girl who has no money with which to start a shop of her own, and does not wish to work as assistant in a shop, may begin by "sewing out" at the homes of her customers. Good seamstresses earn from \$1.50 to \$2.50 a day by sewing out, and a first class dressmaker may earn more. When a dressmaker with original ideas and artistic skill has set up her shop and acquired a list of customers, she may do a very profitable business.

A slightly different branch of the dressmaking trade is the making of corsets to order and fitting and al-

tering ready-made corsets. Girls who already have some skill in sewing may learn this trade in a short time in some shop where work of this kind is done. They should choose a small shop where first class work is done, as the corsetiere, more than the dressmaker, must depend upon the richer women for her trade. Women with small and exclusive shops and a reputation for good work may succeed in creating a demand for work of this kind.

Millinery is a seasonal trade, and for that reason girls without a high grade of ability for work of this kind should hesitate to choose it as a business. To be sure, the high class trade among wealthy people is not distinctly seasonal, but there are periods in which the work is slack. Many shops close entirely in midwinter and midsummer, and others lay off a great many of their workers. The milliner may do well to learn a second trade with which to fill in the slack seasons.

As in dressmaking, apprentices may begin as errand girls. They may later learn to make and cover wire hat frames and put in linings. As assistants, they will receive from \$5 to \$10 a week. If they have originality and some creative ability, they may become trimmers at \$15 to \$20 a week, or designers at \$12 to \$50 in larger shops, where the trimmer does not design the hats. The girls to whom these salaries seem high, must remember that the work is often not steady throughout the year.

Women who direct the work of the millinery departments in large department stores, or manage a fashionable shop, make very good salaries. Head trimmers in department store workrooms are paid from \$20 to \$35 a week. The manager or buyer of the millinery

department, who often goes to Paris to do the buying and designing of new models, may make as much as \$6,000 a year.

AN APPRENTICE

"Yes, I suppose it was right for the college to tell us that she could not get along in the work, and she is happier now than she was in college." Helen's mother sighed. "But of course we can't help feeling disappointed. We had intended to send her older sister to college, and when we found that she was too frail, we made up our minds that Helen should prepare to be a teacher. We had to borrow money to send her to college, but we wanted to give her every advantage. Well, here she is now. You can see that she is happy."

Helen was happier than I had ever seen her in the days when she was struggling to do the uncongenial work of the high school and college. When her mother left us alone, I asked her about her work.

"Indeed, I do like it," she answered eagerly. "You know I always liked to sew, and I had learned to make my own clothes with a little help from my mother. I used to beg my mother to let me take up dressmaking, but she thought that teaching was the best thing for a girl to do.

"Of course you have heard of Miss Moncrieff. She is the most fashionable dressmaker in town," said Helen proudly. "She has all the best people. And she began just as I am beginning. She always wanted to be a dressmaker, and she could sew, too, but her mother wanted her to be a teacher. She tried teaching, although she dreaded it, and naturally she was not a success. Then she started out as an apprentice, and

in three years, she had her own shop and a list of regular customers.

"I am only doing the plain work now, making slips and linings, but Miss Moncrieff says that she will push me ahead as fast as I can go, and I am taking a course in cutting and designing at night school. I make four dollars a week, and earn my board at home by doing the family's dressmaking; so I am independent already. I have everything planned. We have this house here, and as soon as I learn the trade, I'll begin right here among the people that we know. I can't hurt Miss Moncrieff's trade, because she has more work than she can handle. She has offered to help me, if I make good; but when I learn the work, I'll be able to find customers without any help.

"What do you think of my plans for a career? I am supporting myself and learning a good trade. Don't you think that is better than spending \$400 a year of borrowed money for four years, in order to make myself a nervous, unhappy, second-rate teacher?"

PRACTICAL EXERCISES

1. Write the story of the life of some successful milliner or dressmaker whom you know.

2. With the assistance of your teacher and librarian make a list of the schools in your city or state that give courses in millinery and dressmaking.

CHAPTER XVII

DOMESTIC SERVICE

Domestic service is the only field in which the learner has an opportunity to earn more than her living expenses. In domestic employment in the homes, in institutions, hotels, or restaurants, the intelligent girl has an opportunity to gain valuable experience and the time and means for further education. This is the best occupation for a great number of girls, because it offers a temporary, profitable vocation that will fit them for the work of their own homes. Then, too, the girl who is an expert in cooking or general housekeeping may some day start a business of her own. The far-sighted girl is anxious to find some kind of profitable work that she can carry on even after her marriage, without neglecting the duties of her home.

The fact that the lower positions in domestic work are often held by inferior people makes it possible for the earnest and intelligent girl to secure prompt recognition for good work. The qualities that will distinguish a girl in this field are a good general education, adaptability to the methods of work of different housekeepers, patience and a definite ambition beyond mere temporary comfort and support. If, in addition to these qualities, she has strong enough ambition to carry her through her first trying experiences, and a determination to use her spare time in improving occupations, she may hope to rise from domestic service to positions of trust and responsibility.

Practical experience in housework in the girl's own home is the best training for success in domestic service. The girl who has managed her own kitchen will soon be able to show her employer that she can carry responsibility. Her social experience also should be as wide as possible, and time spent in reading good books will never be wasted. The higher positions require a practical knowledge of bookkeeping which any girl can acquire by keeping account of the income and expenditures of her own home, by introducing new economies, and by figuring out the actual cash value of any new methods tried.

The girl who begins in the lower positions must learn by experience. She must be careful not to accept a position with a housekeeper who has nothing to teach. Work with a careless woman, who lives from day to day and never keeps account of her expenses, is not valuable experience. On the other hand, an intelligent and ambitious girl can learn more from a capable housekeeper than many schools in domestic science can teach her.


Schools for domestic science are being established throughout the country, and courses in this work are being introduced into many public and private schools. These have greatly varying entrance requirements. Very good evening courses are given; many of them free. Every girl in the work who hopes to raise her salary and gain a higher position should take advantage of this opportunity to learn something of the theory of her work, and of the latest methods in the practice of it. The schools that are not free are, as a rule, heavily endowed, and charge a very small sum for the instruction.

The hours of work, while they are long, are more flexible than in other employments, and many housekeepers are willing to make special allowances for good servants. The conditions are uniformly better than those in the shops and offices.

A girl may begin in this work as a general assistant to a housekeeper of moderate means who keeps only one servant. She usually lives with the family, and works under the direct supervision of her employer until she has learned to take charge of the household herself. She assists with the cooking, the cleaning, and sometimes with the laundry work and the care of the children. In the very beginning, she may receive as much as \$3.50 per week, in addition to her living expenses. If she is working under a capable woman, who is willing to teach her, she will be able to increase her earning power considerably in a short time. When she has gained some experience, she may qualify for the position of cook, and will make from \$5 to \$8 a week in addition to her maintenance. If she becomes an expert cook, she can earn \$40 or \$50 a month besides her living expenses.

In larger households, girls are employed exclusively for waiting upon the table, cleaning, laundry work, cooking, and caring for the children. They are entrusted with increasing responsibility in their special line of work as their experience grows.

The girl who begins in the lower positions in the household, and makes the most of her experience, may work up to the position of housekeeper. She will plan the work, do the marketing, oversee the work of the maids, and assume general responsibility for the man-



agement of the household. The general housekeeper receives from \$30 to \$40 a month, in addition to maintenance. She may plan her work to suit herself, and to some extent carry out her own ideas. Some women have found openings as visiting housekeepers for homes that do not require the entire time of a housekeeper in which they will be engaged for a certain part of each day or certain days of the week. There are openings for domestic service in hotels, restaurants, and institutions. The employees of these larger households work almost entirely along one line, as waitresses, cooks or housemaids. An unusually good waitress is often given charge of the others as head waitress. Expert cooks are in demand in the kitchens of hotels and hospitals and in bake-shops and delicatessen stores. The hours of work are definitely fixed and, as a rule, the conditions are good. A waitress or chambermaid receives from \$16 to \$30 a month. In a large household of this kind, where women are needed to direct the workers, there are usually good opportunities for advancement.

The girl who begins in domestic service may look forward later to entering the field of domestic science and the household arts. The servant in a large institution, a hotel or a restaurant, if she has executive ability and secures thorough experience and a good general education, may compete with the graduate of the domestic science school for the position of assistant manager, or manager of these institutions. Although there is a distinction between domestic service and employments in domestic science, the service may be a part of the training of the girl who looks forward to holding an administrative position.

TWO CAREERS

Marguerite and Ethel, fourteen years old and about to finish their work at the grammar school, asked their teacher to help them choose an occupation.

"What have you been doing in your spare time while you were in school?" asked the teacher. Both answered that they had helped to care for the little brothers and sisters, and had taken charge of the house when the mothers were away.

"Then why not go into work where that experience will help you?" the teacher suggested. The girls did not understand.

"I know a very nice lady who wants a girl to take care of her baby, and will give her a good home and a little pay, too."

Ethel left the room in great indignation, declaring that she did not intend to be a servant for anyone. Marguerite went away thoughtfully, talked the matter over with her mother, and came back the next day to hear more about the opening.

Ethel secured a position in a druggists' supply factory down-town, filling bottles with pills at \$5 a week. She had to pay ten cents a day for carfare and give four dollars to her mother for her board. The work was monotonous, and Ethel, being full of life, soon tired of it and looked about for another job. During the four years after her graduation, she has worked in ten different factories, running errands and wrapping bundles, and now, at the beginning of the fifth year, she is back again in the drug factory, operating a machine for filling bottles with chemicals. When she works very fast, she can earn \$8 a week.

Marguerite accepted the offer of a position with a friend of her teacher, and began as a nursemaid, receiving board, lodging and laundry, and also \$2.50 a week. She likes children and was happy in her work. In taking the baby for his daily airing, she got enough fresh air and exercise to keep alive her energy and ambition. In the very beginning, she had more spending money than Ethel, and before she had worked three years, she was earning \$5 a week, besides her board. At eighteen, she gave up her position, and by a six months' course in a charity hospital, she earned the right to call herself a trained nursery maid, after which she received a position as a child's nurse, receiving, in addition to her board, \$6 a week. After all her weekly expenses are paid, she can save more than half of Ethel's entire salary. She is happy, and finds much time for pleasure after her work is done.

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QUESTIONS FOR DEBATE

1. That domestic work is to be preferred to factory work.
2. That the mistress of the house is not so considerate of the welfare of her employees as is the manager of the factory of his employees.

CHAPTER XVIII

DOMESTIC SCIENCE

The scope of domestic work has broadened within the last century to such an extent that now much of the labor of the home is under business or institutional management. As a result of this change, girls may now find other occupations than domestic service that are directly connected with their life interests and their natural talents. These occupations range from that of a worker in a lunch room to that of manager of a large hotel, or proprietor of a fashionable summer resort, and require various degrees of ability and experience. Many different types of women are happy and successful in this field. The qualifications for success are a liking for practical work, manual skill and, in administrative positions, some degree of executive ability. The woman who directs the work of others must also have tact and sympathy and the ability to inspire respect.

Every kind of work in domestic science requires fairly thorough practical experience. In this field, experience is so important that the intelligent girl who has begun in domestic service is often able to compete in many branches of the work with the graduate of the domestic science schools and colleges. The girl who wishes to advance rapidly in this field should plan to acquire her practical experience in her own home before she enters the school of domestic science.

The higher and more responsible positions are usually attained by first serving an apprenticeship as an assistant. The demand for workers in this field is greater than the supply, and as the scope of the field is constantly increasing, the graduates of the domestic science schools for many years to come will find it easy to obtain good positions. For this same reason, salaries are unusually high, and often include maintenance. The conditions of work are exceptionally pleasant and congenial for women.

Trained women are now acting as matrons or "house-mothers" and assistant matrons in hospitals, school dormitories, charity homes, hotels and summer resorts. They employ and oversee the maids, plan the routine of cleaning and laundry work, direct the household management, and, in general, "keep house" on a grand scale. The assistant matron receives from \$200 to \$600 a year; and the matron, from \$600 to \$1,200. These salaries include board, lodging and laundry work.

In the smaller institutions, the matron also has charge of the dining room, but this work is usually given to a trained dietitian. She plans the meals, orders the supplies, and directs the work of the cooks, dishwashers, and waitresses. Her problem is that of getting the most wholesome and attractive meals that can be obtained with the means at her disposal. She also must conduct the kitchen and dining room hygienically and establish pleasant relations among her assistants. She must have a knowledge of the chemistry of foods, market values of foods, methods of keeping accounts and estimating costs, and actual experience in wholesale marketing and in cooking. In addition to training in her special line of work, she must have the executive ability

and tact necessary for any administrative position. The inexperienced dietitian may expect about \$500 a year and maintenance. After gaining her experience, she may earn from \$1,200 to \$1,500 in addition to her maintenance.

There are other positions in large enterprises that are open to the woman who combines training with executive ability and a working knowledge of the tasks done by those whom she is to direct. Women hold positions as housekeepers of hotels, directors and assistants in restaurants, managers of public school lunch rooms, managers of catering establishments, and heads of laundries. As a rule, they secure these positions by entering a lower position in the establishment, learning the methods of work and recommending themselves to their superiors by the excellence of their own work. The director of a lunch room earns from \$600 to \$1000, or even \$1,500 a year, and is sometimes allowed a share in the profits of the business. Supervisors and superintendents of laundries, hospitals, hotels and summer resorts earn from \$1,000 to \$3,500 a year, sometimes with their maintenance.

The introduction of domestic science into the curriculum, and the establishment of schools of household management, has created a demand for teachers of domestic science. As this work requires teaching ability and training in pedagogy, in addition to a knowledge of domestic science, it may be discussed better in the chapter on Teaching.

In domestic science perhaps more than in any other field, a woman may look forward to going into business for herself. Good restaurants, bake shops, and delicatessen shops are always profitable. In addition

to the actual gain in money, there is great satisfaction in supplying people with good food at a reasonable price. Women have their hotels, lunch rooms, restaurants, tea rooms, laundries, bake shops, catering establishments and many other business enterprises. The woman in the country, where these are not in demand, can build up a successful business in preserved and canned fruits and vegetables and home-made pickles, and either sell her goods to the retail dealers, or, better still, work up a mail order trade among city people. This field is also open to the woman who wishes to give only part of her time to some remunerative occupation. Many good mothers and housekeepers have worked up a regular trade for their home-made bread, cakes, pies, rolls, salads, candy, preserved fruit and other things that they can make better than their neighbors. The profits from these enterprises depend upon the extent of the work and the ability of the woman herself.

Near every large city, those who have country homes may establish themselves independently by caring for those who seek the country for their summer vacation. On account of the short summer season the profits are not so large unless the managers of the summer home can find some profitable occupation during the rest of the year. A home for young children of the ever increasing number of parents who do not maintain homes of their own may be more profitable than a home for summer vacation guests. Many women who maintain lodging houses in the city for workers have also under their management similar places in the country for the vacation season, using the same servants in both places and oftentimes accommodating the same people.

THE UNEXPECTED END OF A WELL PLANNED PARTNERSHIP

Two young girls imbued with the independent spirit of the new woman were left alone in the world. After finishing the high school course, they invested their very limited patrimony in special training. One prepared to teach athletics; and the other, because she never got along well in school, took a course in domestic science. The elder received an appointment as teacher in the public schools of a western town. The younger went with her to become the manager of the household which the two proposed to establish.

The household was so well managed, that the other teachers asked to be taken in. In due time, the home had to be enlarged. A successful young architect was asked to do the work. There were many consultations with all the members of this curious household; the literary, the artistic and the athletic. The housekeeper, too, had opinions to express.

The young architect's visits continued after he had completed his professional work. He had become interested in the bachelor maids' club. When the enlarged household was in running order, the housekeeper caused consternation by announcing to the professional women of the house that she had consented to take charge of a pretty villa on the hills overlooking the city, on her own terms for a family of two.

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PRACTICAL EXERCISES

1. Describe the advance of a girl from the position of head waitress in a restaurant to that of manager; from that of manager of a household to that of dietitian of a school.
2. Plan a course of reading and homework for a girl in your community who intends to become a lunch room manager; a cook in a diet kitchen; the manager of a summer boarding house.

CHAPTER XIX

CRAFTSMANSHIP AND THE PRACTICAL ARTS

THE girl who is skilful in the use of her fingers, has some imagination and originality, and can obtain special training in addition to her regular school work, will find a very large group of occupations open to her, from china painting and embroidery to illustrating and architecture. Positions in craftsmanship and the practical arts are found everywhere: in the civil service, in industries, in mercantile establishments, in newspaper offices, and in museums. Girls with ability in one of these lines may begin in the lower positions and work up with practice and outside training to the professions.

The various crafts and domestic arts prove ideal avocations for the working women who realize that they cannot develop their highest capabilities without satisfactory recreation. The girl who wishes to do some kind of work and yet does not care to consider seriously the problem of complete self-support, will be happier and more useful in this work than in the over-crowded industries and business positions. Then, too, there are opportunities for the clever girl with unusual ability to earn a good living at congenial work, under pleasant working conditions.

Special training in the crafts and domestic arts may be obtained in public or private schools, or from women who are engaged in the work. The salaries vary with the quality of the work and the condition of the market.

It is very important that the craftswoman should study her market, keep up with the styles in her work, and cater to the tastes of her patrons. A woman may sell her work by setting up a small shop by herself or in co-operation with other workers. In the larger cities, exhibitions are held from time to time that give clever workers an opportunity to show their goods. The Women's Exchanges in many cities have shops to which women may bring their work. A high standard of work is maintained in the exchanges, and prices are regulated, so that the amateur will not be able to undersell the woman who is earning her living by her work.

Some of the branches of this work are: embroidery, lace making, weaving, basketry, china painting, wood work, leather work, metal work, artistic bookbinding, artificial flower making, and the designing and making of fancy post cards, place cards, and favors. The large private libraries, museums, and bookbinderies engage skilled hand binders to do artistic work. The professional artist in bookbinding may realize good profits from a shop of her own. She must know the technical methods of binding, and must also have the training and ability of a designer. The weaver makes fancy rugs, tapestries and baskets. She, too, must be both craftsman and designer. The good leather worker is able to compete with the factories in the fine work, because so much of the leather work must be done by hand even in the factories.

With the same abilities and slightly different training from that required for craftsmanship, the bread-winner will find more satisfactory occupations in the trades and professions connected with the practical arts, where she will not be obliged to compete with amateurs. A wide

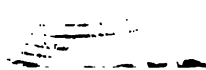
range of occupations is included under this heading, offering a multitude of opportunities for earning a livelihood. The field includes photography, the preparation of charts and diagrams, signs and placards, maps, working drawings, illustrations, designs and architectural plans. All branches of the work require manual skill, the ability to take pains, some special training, and a thorough knowledge of the materials and processes with which the work deals.

Girls who wish to become photographers may learn the trade by serving at a small wage as apprentices to a first class photographer. They will first do mounting and finishing, and may receive about \$6 to \$9 a week for careful work. Later, the apprentice may be given the opportunity to learn to work up backgrounds with the air brush, and to retouch the plates. This is highly skilled work, and pays from \$15 a week for an ordinary worker to \$50 a week for an artist. Developing and printing is also skilled work and pays from \$15 to \$25 a week. The operator, who takes the pictures and poses the subjects, receives very high wages. The girl who intends to go into business for herself should learn all the branches of the trade. The work requires good eyesight, some originality and ingenuity in arranging poses, and a knowledge of the values of light and shade in a picture. The girl who has done well in physics and chemistry in school will understand her work better for this knowledge, although the trade does not require it. Some trade schools give courses in photography and any general art course will be of value here.

All schoolgirls are familiar with the charts and maps in their textbooks, and many have seen in newspapers and magazines, weather maps and graphic devices for

showing changes in financial and economic conditions, such as fluctuations in wages and increases in the cost of living. There is a demand for careful workers who can use mechanical drawing instruments and have good training in arithmetic, to make charts of this kind. Some business houses now have a statistician to make out graphic reports to show at a glance the conditions of the business, the sales and expense records, and the work of individual salesmen. Work of this kind may pay from \$10 to \$15 a week, and lead to higher positions in the business.

Somewhat similar to this is the making of working drawings for carpenters, copying designs for engineers, architects and designers, and map-making. Many careful workers find good employment in making maps. Railroad maps are needed by travelers and shippers; road maps are needed by automobilists and cyclists; real estate maps are needed by home seekers. City improvements are planned with the assistance of maps, and many persons are needed to prepare the maps that the government provides for the settlement of boundary disputes and for navigation. Some of these maps show the nature of ocean currents; others, the nature of the bottoms of seas and rivers; others, changes in the currents of the air; some map the surface of the land, and others show the location of rocks and minerals. The measurements for these various kinds of maps are made by surveyors and engineers. It is not difficult to take the figures of the field workers and put them into the form of a map. The worker must know how to use a scale and must do absolutely accurate, correct and painstaking work.



A high school graduate may begin as a blue printer, tracing copies of drawings and making photographs of them, or she may file and index maps and plans, or letter and fill in drawings. This work pays about \$10 a week. If she keeps on with her studies in the evening schools, she may find good openings in drafting. An expert draftsman may receive \$30 or \$40 a week. The government positions are filled by competitive examinations that require certain definite accomplishments. A girl should find out what the requirements of the government positions are before she begins her special training in drafting.

Every large factory or store has a corps of sign writers who make placards, put the lettering on price tags and posters, and paint signs. This work requires the ability to make neat letters, a knowledge of the principles of spacing, and the ability to draw or copy simple figures. Girls may begin by copying and doing more or less mechanical work, and obtain experience that, together with courses in freehand drawing and designing, may fit them for advertising illustration or designing.

Advertising is a new field that is still growing rapidly. The woman who succeeds in this work may design circulars, show cards, newspaper and magazine advertisements for some one firm, work for an advertising agency, or conduct an agency of her own. She must be able to draw well, must have some imagination, and must know something of human nature. She must also know the quality and merits of the goods that she is advertising and the desires and ideals of the particular class of people to whom she wishes to appeal. She should be able to say what she wishes to say briefly, simply, and convincingly. She should also know something of

the psychology of color and of spacing. Then, too, she must know a great deal about the printing trade, the colors that show best in print, the paper that looks best, and the styles of type that make the most pleasing combinations. Beginners in an advertising agency who do office work or copy drawing may receive from \$5 to \$12 a week. Well known advertising illustrators may be paid as much as \$40 or \$50, or more, for a single piece of work. One young woman is now earning from \$5000 to \$6000 a year as partner in an advertising agency.

A field of work closely related to advertising is costume illustrating. There are good openings here for women to do regular work, piece work, and contract work for fashion magazines, newspapers, and department stores. The costume illustrator should have some general training in art and also special training in costume drawing. In addition to her special preparation, she should have a sense of style and enough knowledge of dressmaking and millinery to enable her to show something of the construction of the costume in her drawing. A girl can sometimes pay for a year or two in Europe by arranging to supply some fashion periodical in this country with notes and drawings. Beginners in the work may earn regular wages of from \$6 to \$25 a week, according to their ability and the extent of their training. The successful illustrator, whose work is known and sought after by publishers, may make from \$25 to \$100 a week, and sometimes more.

Illustrating of all kinds pays well, and good work is always in demand. Improvements in the methods of reproducing pictures have made illustrations an integral part of the language. They appear on all occasions; in books, pamphlets, post cards, newspapers, and wall dec-

orations, ranging from the sketch of some simple object to the masterpiece for the walls of some state capitol. Anyone who can make good freehand drawings can get into this line of work, in which hundreds of men and women are engaged. Many publishing houses give steady employment to a corps of artists; while others let their work out, or gather it from what is offered in the open market. In some cases a regular salary is paid; sometimes the pay is by special contract; and in others, by piece work.

In addition to the ability to draw, certain definite qualities are necessary for really successful work in illustrating. The illustrator must have an eye for the picturesque; she must be able to scent a picture as the alert reporter scents a plot. She must recognize at once interesting and unusual moments, poses, and faces. Her work also calls for sympathetic, and sometimes humorous interpretation and imagination. Some illustrators make a specialty of one line of work: some are known as drawers of children; others, as drawers of farmers and seamen; others, as cartoonists and caricaturists. The salaries vary with the quality of the work and the reputation of the artists.

The designer also must have imagination and originality. First of all, she must be an inventor; then she must have the artistic skill to put her ideas into lines and figures. Nearly everything that is made is first planned by a designer. The demand for workers is very great, and the salaries for original work are high.

A girl may prepare for this work by taking courses in drawing and in the history and principles of design. After she has obtained her professional training, she must have practical experience with the materials with

which she will deal. She must avoid incongruities. A design is not beautiful unless it is exactly suited to the medium in which it is reproduced, and unsuitable for any other medium. The designer of gowns and hats must know enough of dressmaking and millinery to know which designs can be carried out by the worker. The designer of wall papers and patterns for textiles must know enough of printing and weaving to save the workers from wasting time on a design that does not reproduce well. The woman who makes designs for silks, jewelry, and furniture must understand how these goods are made. For this reason, actual shop experience is helpful to the designer.

Architecture is designing on a grand scale. The architect must have the ability and training of the artist. Then, too, she must know her materials thoroughly. She must study plumbing, building materials, devices for heating and lighting, building methods, and building laws. There is no reason why a capable woman, who has the patience and the ability to pass through a long professional training, should not become a successful architect. Special branches of architecture in which women have been successful are landscape gardening and interior decorating. The landscape gardener is engaged by public commissions and private individuals to lay out parks, to plan approaches to houses, and to direct the gardeners in their work. She must know how to grow grasses and plants, how to make terraces, and what plants are suitable for certain kinds of soil, even if she does not do the actual work herself. The interior decorator also must know the details of the work of her assistants. She must be an expert in colors, wall papers, mural decorations, the treatment of various

kinds of wood, and the use of pictures, vases and draperies. It is impossible to estimate the salaries for this work. As in all artistic and professional work, everything depends upon the artist herself and the market that she finds or creates for her work.

A LANDSCAPE ARCHITECT

Lincoln's Park, in Chicago, was designed and laid out by a woman, Mrs. Annette E. McCrea, the first woman landscape architect in America.

Twenty-two years ago, Mrs. McCrea was left alone to support and educate her two daughters. She had had no business or professional experience whatever; and there were at that time no schools giving courses in landscape gardening for women. Mrs. McCrea had helped her husband in his work as expert gardener, knew something of shrubs, trees and soils; and so decided to try to get work along these lines.

Mrs. McCrea is known as the landscape architect for the grounds of Michigan College of Mines, a normal school, a prison, and a great many private homes. At one time, she directed the work of municipal improvement in a Western city.

The most original line of her work has been the planning of grounds and stations for the railroads. She is now consulting landscape architect for a number of railroads. She lays out the grounds around railroad stations, decides upon the painting of depots and freight stations, and makes plans for improving the ugly surroundings of the railroads. She is a pioneer in this work, and in connection with her railroad work, she has organized town and village improvement societies that are doing work of permanent value.

Mrs. McCrea ascribes her success to "indomitable perseverance and faith in herself" and believes that landscape gardening is peculiarly a woman's work. She has done much to bring about the introduction of courses in landscape gardening for women in the agricultural schools, and has thus prepared the way for other women in her own field of work.

A SUCCESSFUL BUSINESS ENTERPRISE


In 1874, a small group of women in Cincinnati formed a class in china painting, later they began to fashion their models out of clay, establishing a studio in an old school building. This was called the Rookwood Pottery. It was not long until their wares began to attract public attention and their exhibits began to carry off the prizes at expositions.

The business grew, artists and students began to flock to the establishment making the business a financial success. In 1890 an attractive new building was erected on the hills overlooking the Ohio River and the new Rookwood Pottery entered upon a career of prosperity. To-day it is the foremost institution of its kind in America, its products are eagerly sought for by collectors and no museum collection is complete without specimens of its wares. The creations of its artists have carried off the highest prizes at expositions at home and abroad and the foremost workers in ceramics eagerly seek the experience which may be obtained by working under the famous artists which are here employed.

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PRACTICAL EXERCISES

1. Tell what craft you would like to learn to work at in your leisure time and where in your neighborhood you might get instruction in the work.
 2. Tell the story of a woman who is now a fashion illustrator; a textile designer; a draftsman; the manager of a photograph studio.
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CHAPTER XX

SALESMANSHIP

THE girls who begin in department stores and smaller shops may find good opportunities for advancement, although the average salary for the work is very low. In a study of 1391 women, the average wage for the first year was \$4.69; for the second, \$5.28; and so on, increasing in ten years to \$9.81. The highest average for from sixteen to twenty years' experience was only \$13.33.

At first glance, this outlook is discouraging. Although some women receive very high salaries as expert saleswomen and as buyers, the great number of girls who care nothing for their work and take no interest in it, keeps the average wage very low indeed. This means that the very young girl, with only a grammar school education or less, who begins as cash or bundle girl, will be among influences that will almost certainly prevent her from advancing. Even the older girl, who is weak and has no understanding of the real meaning of her occupation, will tend to become like the incompetent girls with whom she works.

A girl's success as a saleswoman, then, depends upon her ability to resist these influences. The high school graduate, or the rather mature girl who has had one or two years of high school work, will have fair chances of success. Even the grammar school graduate who begins as a cash girl, if she is really interested in her

work, improves her mind, and increases her knowledge in her spare time in and out of the store, will rise above the low average. Because there are so many careless and indifferent workers, the girl who is bright, quick to learn and quick to obey, pleasant in appearance and manners and interested in her work, will soon be marked for promotion. In addition to these qualities, the work requires a good head for figures, the use of good English, the ability to work rapidly and courteously at the same time, and a knowledge of the materials to be sold. The girl must also cultivate a habit of taking a personal interest in the wants of her customer. A good saleswoman is sure of recognition, for her value can be counted up in actual figures, and if she is dissatisfied she can always show her book to the head buyer to prove that she has been doing good work.

No special training is needed for this work. Many stores hold classes for their saleswomen to teach them details, such as making out sales slips, keeping stock, and handling charge accounts. A few stores have more advanced classes where the girls are given demonstrations of the best methods of selling goods, lectures on colors and textiles and any other instruction that may help the girls to become experts in their line. The Young Women's Christian Association, and some evening schools in the larger cities, give courses in salesmanship. The observant girl will also find opportunities to learn a great deal from her work itself.

Much has been said about the hard conditions of department store work. It is true that the constant standing and the faulty ventilation in many stores, together with the hard work during the holiday season, are injurious to the health of many girls. However,


the conditions have been much improved within the last five years, and will probably continue to improve. Many of the larger stores are providing for the health and recreation of their employees by fitting up attractive lunch rooms and rest rooms, forming social clubs and keeping a trained nurse in the building to care for the girls. Those who are in good health to begin with, find enjoyment in their work, get plenty of sleep and fresh air, and indulge only in wholesome recreation, are not in any great danger of losing their health because of the trying conditions under which they work.

The girl who enters a large department store very young is employed as errand girl at \$3.50 a week. Older girls begin by making change, helping in the stock room, or marking goods, at \$4 to \$6. The girl who is quick, bright, and obedient to those above her, is soon given a place at the counter. As a beginner here, she will receive only about \$5 or \$6 a week, but she will have an opportunity to show definite results if she does good work. If she wishes to be successful, she will attend strictly to business and show an interest in her customers. She should learn her stock thoroughly, noticing which articles are most popular, and learning to help the customer who does not know exactly what she wants. If she makes large sales and gains the confidence of her employers, she will receive a raise in her salary and will be allowed to choose the particular line of goods that she prefers to sell.

The successful saleswoman is put in charge of the other girls at her counter. She directs their work and watches her stock so that she will always have her full line on hand. The saleswomen who act in this way as forewomen may receive from \$10 to \$15, or sometimes

as high as \$20 a week. Some stores give commissions on all sales over a certain fixed amount, or offer premiums for high records during special sales and holiday seasons. This gives the saleswoman an opportunity to profit directly by good work.

When she has reached this point in her career, the saleswoman is once and for all above the "shop girl," and may remain behind the counter or in the sales room; or, if she has real executive ability and a good business head, she may become a buyer. Each department of a large store is run as a separate business, with the buyer at the head. She is charged with floor space, lighting, heating, the service of those who work under her, and the other expenses of her department; and she is responsible for managing her department in such a way that there will be enough profit to pay her salary and give shares to the men who have invested their money in the store. The buyer is often given commission in addition to a regular salary, and may make very large sums of money in the course of a year; anywhere from \$1500 to \$10,000. The buyer must know what goods to buy for the year, and often goes to Paris to look at the new styles and to buy models. Then she must be able to sell the stock that she has bought. She will plan advertising and sales, and she will watch her force of saleswomen to make sure that they are doing good work. The assistant buyer, or head of stock, keeps the buyer informed of the condition of her department and the amount of stock on hand. She receives from \$10 to \$25 a week, and if she has executive ability, may hope some day to become a buyer.



In the cloak and suit department of the stores, there is a demand for fitters and girls to alter the ready-made clothing. This work calls for the training of a dressmaker or tailor, and pays very well, from \$10 to \$25 a week. The head of the fitting department, who must be able to manage her force so that the work shall be done promptly and neatly even in the rush seasons, receives a high salary.

There are a great number of positions for girls as clerks and stenographers in the offices of the stores where the accounts are kept. This work pays about the same as office work in other places, and is not properly included under salesmanship.

In the smaller stores, the girls are called upon to do a greater variety of work. The assistant in a notion shop, grocery store, bake shop or hardware store, often acts as clerk, cashier and bookkeeper. The pay depends upon the length of time that the girl has been in the shop, her knowledge of the stock, and her ability to manage the shop in the absence of her employer. Cashiers in restaurants receive from \$6 to \$15 a week, and sometimes more. The girl who begins in a good store, learns the stock and the business methods of the store, and has a little capital, may go into business for herself.

The newspapers are full of alluring advertisements which promise to a woman with a good education prospects of earning \$25 a week, without giving any information about the kind of work that is to be done. The girl who answers these advertisements is told that she is to go about from house to house to sell some article

that everybody wants, and is promised very high commission, but no regular salary, and she is expected to pay her own expenses. A girl should be suspicious of all offers of this kind. If she has had any experience as a housekeeper, she knows that all agents are unwelcome, no matter what they have to sell. Even if the article to be sold is really useful, the market is limited, and after she has visited all the homes in a town she has earned as much as she can without moving on to another place and paying railroad and hotel expenses. There is a large demand for men as traveling salesmen for good firms, but it is almost impossible for a woman to do this work, and a young girl cannot consider it. If a girl is sure that there is a market in her own city for the article she is to sell, and if her employer offers her a regular salary and her expenses, she might consider accepting the position. In any case, the work would probably not offer much as a permanent position.


FROM STOCK GIRL TO BUYER

"Yes, ma'am; Miss Hurst is the buyer in this department." The millinery clerk hesitated. "I'm not sure you can see her. She has just come back from Europe, and she is always very busy."

Miss Hurst herself, a quiet, business-like lady in black, immediately put me at my ease.

"Yes, indeed; I shall be glad to tell you anything you wish. I am glad to do anything to help girls to realize that there really are opportunities for advancement in the department stores.

"I began when I was fourteen years old, with only a grammar school education, as stock-girl and errand-



girl. Within a year, I was head of stock; later, I was made assistant buyer; and at the end of eight years, I was given the position of buyer in my department. That is what the department store has done for one girl.

"Of course, a girl should study her own powers and the conditions in the store itself. Some stores give better opportunities for advancement than others; but, on the whole, I believe that a bright girl who is eager to advance and yet patient and thorough in her work will make her own opportunities.


"My first employer, who 'made me,' used to tell me: 'Remember, you have three things to study: your customers, your stock, and the styles.' A great many girls are satisfied that they have done their whole duty in being polite to the customers. They never realize that politeness alone will not carry a girl very far in the store. The highest positions deal with the stock and the management of the store and the workers, and only indirectly with the public.

"No; I do not think that conditions are different nowadays. The girls are different. Nowadays, the majority of girls come into the store with the attitude that the world owes them a living and a good time, and that anyone who interferes with their little chats is depriving them of their rights. When I have a new girl who is willing to work hard for every bit of advancement she receives and really studies the problems of her work, I know that there is one girl who will succeed in life. For such girls as these, the department store has very large opportunities.

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PRACTICAL EXERCISES

1. Describe and contrast two types of salesgirls whom you have seen in the stores.
 2. What particular qualities are desirable for the saleswoman in the cloak and suit department; the shoe department; the book department; the notion department.
 3. Describe the various operations and the necessary records from the time a charge purchase is made at a department store counter until the article is delivered at the customer's house and bill is settled at the end of the month.
 4. Make diagrams similar to the one on page 71 showing the distribution of department store workers on the wage scale. (See Appendix.)
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CHAPTER XXI

TELEPHONE AND TELEGRAPH WORK

THIS is an excellent field of work for the girl who cannot go beyond the second year of high school. It offers an opportunity to learn practically at no cost a skilled trade in which the workers are always in demand and the opportunities for advancement good.

The girl who intends to become a telegraph operator must have a good general education, good hearing and the ability to learn the rather difficult code. In addition to this, she must either take the course in this work, or secure a position as a learner. The Western Union Telegraph Company employs check girls to begin at \$3.50 a week, and gives them two or more hours of instruction every day. If the girl is willing and bright, at the end of the first year she may be assigned to an instrument at \$25 a month, and will then be advanced according to her ability. Skilled operators receive from \$60 to \$70 a month. Commercial houses, which often have their private wires, need reliable and trustworthy operators to receive confidential messages. As a rule, these receive higher wages than the telegraph company's operators.

The girl at the telephone switchboard listens to requests for numbers, makes and breaks connections, and keeps account of the calls for each party. She must have absolutely reliable nerves, physical endurance,

sound hearing, and clear enunciation. During her period of training she must cultivate a pleasant voice and polite address.

The telephone companies train their own workers. As a rule they refuse to accept candidates under 17 years of age, and prefer a girl with one or two years of high school work. Beginners in New York City are paid \$6 a week, until they have completed their four weeks' course. They are then transferred to a central office, where they have opportunities for advances in salary and position according to their ability. A girl of average intelligence may expect to receive a salary of \$10 a week within the first eighteen months. After two years of work, the operator's salary is raised \$25 a year; and again, at the end of the third year, she is raised the same amount. At the end of the tenth year, her salary is increased \$50 a year. Salaries in the smaller cities are somewhat lower than this.

The successful operator may be given the position of information operator, where she will receive all inquiries as to numbers, rates, telephone service and the like. Other positions of responsibility are open to the successful girl: that of supervisor, in which she watches a number of operators to see that they give satisfactory service and helps them with their difficulties; that of assistant chief operator, and that of chief operator, the highest position in this branch of the service. These higher positions, requiring tact and ability to judge workers and make them do their best work, pay from \$11 to \$30 a week.

Clerks and stenographers are used in the toll department of the telephone companies. They keep account of the calls, make out the bills and keep the books of

the company. The positions of responsibility here are those of supervisor and assistant supervisor. In New York City, clerks in the toll department begin at \$5 a week, and in four or five years reach a maximum of \$11. Assistant supervisors in the toll department are paid \$12 and \$13; and supervisors, \$15 a week.

The telephone companies take unusually good care of their employees. The exchanges are well lighted and ventilated, and comfortable rest rooms and lunch rooms are set aside for the use of the girls. The company has put into effect a plan by which the employees receive disability benefits, insurance, and pensions at the expense of the company. However, girls should hesitate to enter this work unless they are perfectly strong, as the hours are long, the nervous strain very great and the work sometimes dulls the hearing.

Large offices and stores, hotels and apartment houses have private switchboards, and require an operator who can also give information, receive messages and receive and direct visitors. She holds a rather prominent position and must make a good appearance and cultivate pleasing manners. Her work calls for presence of mind, as she will be called upon to operate the switchboard, keep account of the calls and answer questions at the same time. This work pays from \$10. to \$20 a week.

The pay and the maintenance of the staff of operators is one of the large items in the expense account of a telephone company. Experiments are being made with automatic telephones and switchboards which can be operated without the aid of the telephone girl. The success of these experiments will probably result in greatly reducing the number of workers. So marvel-

lous has been the advance in recent years that one is ready to expect almost anything and these possible changes may well be considered by those who are thinking of entering this field.

There are not many women engaged in the operation of wireless telegraphy outfits although there seems to be no good reason why they should not enter this field.

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CHAPTER XXII

OFFICE WORK

BUSINESS houses, schools, hospitals, newspapers, banks and department stores have many positions for girls. Each office has many kinds of work to be done, from addressing envelopes and running errands to managing the office force. This work appeals to girls of very different tastes and abilities. So many girls with no training for any work drift into offices, and fail to satisfy their employers, that beginners with good preparation have little difficulty in finding openings.

Girls who have not had thorough training in English, have not learned to take an interest in their work, and have never learned to do their work systematically, find the competition in this field very great. Their employers know that they can easily find others to fill their places. For this reason, they do not care to attempt to train them for advancement.

On the other hand, the capable and earnest girl soon wins promotion in this work. So many stenographers and clerks grumble over their work, gossip at every opportunity and do the least that is required of them, that the girl who attends to business and asks for more work when she has finished than that assigned to her, wins the favorable attention of her employer at once.

The business woman must dress correctly and speak good English. The girl who wears neat, plain clothes, and is not too familiar with her associates, starts far

ahead of her slangy neighbor in the plumed velvet hat. The stenographer in an office is in a position to hear many of her employer's business secrets. Employers hesitate to trust girls who are continually gossiping at their work. They believe that the girl who is silent in the office will not talk about their affairs after business hours.

Business men complain that, while girls are able to do careful work, they are unwilling to assume responsibility and lack the power of initiative. The girl who is accurate in details and, at the same time, can see the larger aspects of her work and carry responsibility, may rise to high positions in the business world.

The girl who wishes to become a business woman is usually obliged to begin as a stenographer, bookkeeper or clerk; and must prepare herself for this work. The business schools give training in typewriting, stenography, bookkeeping and commercial English; and also teach Spanish, German and other languages that may be useful in business. The girl who cannot spend four years in the high school can prepare better for business by spending one or two years in a good business school, if she adds to her general education by well chosen reading. She should give herself practice in grammar, spelling and composition, in addition to her studies in the business school.

The high school or college graduate who wishes to qualify for a business position must be willing to begin on a level with the others. She cannot expect to see the fruits of a general education immediately in work that calls for special training. She may, however, hope for an early promotion and a shorter period of apprenticeship.

The conditions of work in offices are good. Offices are usually well lighted and ventilated, and well equipped. The working day varies in different offices from seven to eight hours. Except in special positions, girls are not called upon to do overtime work.

Girls with no special training may begin as general office assistant. They will help with the correspondence files, run errands, stamp and mail letters and make themselves generally useful about the office. The office girls must dress neatly, and be pleasant and refined in their manners. This is routine work; requires no high grade of ability and offers very slight opportunities for advancement. The salaries range from \$4 to \$7 a week.

In banks, department stores, telephone offices and the record departments of business houses, there are openings in clerical work for girls with no special training. The girl who wishes to succeed in this work must be neat, accurate, and quick at figures. She will keep records of sales, make out accounts, keep the card catalogues up to date and do the routine work of the bookkeeping department. The record clerks in department stores keep account of the sales and salary of each saleswoman; check up the sales slips; make out bills, and attend to the office details of the store. The problem of the clerk and statistician is to do her work with the speed and accuracy of a machine; and, at the same time, keep her methods flexible, so that they may be suited to the particular needs of all who use her records. This work pays from \$5 to \$15 a week in the lower positions, and experienced clerks may earn more.

Many large business and publishing houses employ a filing clerk to keep in order the correspondence and the records of the firms. In the smaller offices this work

pays no better than that of the other clerks. College graduates with ability in this line may earn good salaries by reorganizing filing systems of business houses.

Many offices need girls to operate multigraphs and addressing machines. If they wish to compete with the men in this field, the girls must understand the construction of the machines, and be able to adjust them when they are out of order. The multigraph is a printing machine, and requires skill for the setting of type and arrangement of pages. The addressograph itself requires less skill; but the operator may be called upon to set type for the addressograph plates, and to keep the mailing list up to date. This work may be learned from the multigraph and addressograph companies, or in the offices where the machines are used. The demand for operators of these machines is limited, and boys are usually preferred. The salaries run from \$8 to \$15 a week.

The girl who is expert in the use of the typewriter may obtain a position as a copyist, billing clerk or dictaphone operator. The copyist must be quick, neat and accurate in her work. She copies manuscript, fills in record cards and form letters, and addresses envelopes. Typists seldom earn more than \$8 a week, unless they are exceptionally skilled, and can write letters on the typewriter from dictation. The girl who can operate a billing typewriter may earn from \$6 to \$10 a week. The dictaphone operator earns from \$7 to \$15 a week. She sits at the typewriter with the listening tube of the commercial phonograph at her ear, and transcribes the letters from the records as she listens. This is very exacting work, and requires skill on the typewriter, steady nerves and perfect hearing.

Many dictaphone operators find that steady work of this kind is trying on the nerves and dulls the hearing.

The girl who begins as a typist will see at once that a knowledge of stenography will give her more opportunities for advancement. Girls should remember that it is useless for them to attempt stenography unless they have a sound knowledge of English, and can speak, write, spell, and punctuate correctly. The girl who has a good education, and can take dictation in shorthand and transcribe it correctly and neatly on the typewriter, is always in demand. Stenographers receive, as a rule, from \$6 to \$10 a week for ordinary correspondence. In large offices, a good stenographer who has also tact, and some executive ability, is placed in charge of the force of stenographers and typists. She plans and directs the work of the girls; helps them to solve difficulties in spelling and punctuation, and attends to the important correspondence. The head stenographer may earn from \$10 to \$20 a week, and, in exceptionally large offices, she may be paid more. A swift and accurate stenographer who knows the vocabulary of some particular field, such as law or medicine, may earn \$15 to \$30 a week by taking down court records, and lectures in law and medicine.

The good stenographer will find excellent openings as private secretary. This work is broader than stenography and demands a good education, good memory and general business ability. The beginner takes correspondence in shorthand, but the real secretary is able to write her chief's letters with a hint from him as to what she is to say. She is at her desk for the purpose of saving her employer's time and making his work more valuable. She keeps his papers in order; she re-

minds him of his engagements; hunts up references for him, and attends to the details of his work. A large number of people who apply for interviews with important men are sure that their business cannot be attended to by his assistant. The secretary must deal tactfully with these people and satisfy them without allowing them to encroach upon her chief's time. The registrars of colleges, and the secretaries of progressive business men and social workers, find their work very interesting.

The girl who wishes to prepare for an executive position similar to that of her chief, may find her secretarial work good training in the details of business management. The private secretary to a prominent man may be paid as much as \$1,500 a year, and the secretary of the average business man receives from \$15 to \$25 a week.

Women are every year showing business ability in positions that have formerly been closed to them. It is impossible to describe all of these new occupations. Women are now holding positions as bank clerks, tellers and managers of women's departments in banks, real estate agents and brokers, advertising agents, and insurance agents. These higher positions require a grasp of business principles and methods that can best be obtained by combining training in economics and finance with actual business experience. The salaries for such work are high, and depend upon the responsibility of the position.

THE MILK-MAID'S SONG

"No, I am not stingy, Margaret; I simply cannot see *why* I should pay one dollar for the privilege of dancing

six hours in a poorly ventilated hall, with the employees of the Empire Clothes Co., whom I see eight hours of every week day.

"Well, yes; I am getting my fifteen dollars a week; but I know also that there are hundreds of persons who can do the work which I am doing, and they are willing to do it for ten dollars a week. Some day collections will be slow, and the manager, to economize will let me go and save five dollars a week by employing a beginner to do my work; and I will be forced to begin at the bottom with some other concern and climb up again, just to be dropped later.

"Do you think that I am going to put up with this sort of thing all my life? Not I; I am saving my money and some day I am going into business for myself.

"Yes, I don't mind telling you in confidence it's going to be a partnership. You remember Harry, the shipping clerk? He went off last year to work on a stock farm. This winter he is taking a course in dairying at Cornell University. A butter-making factory it will be for me as soon as he is through with his course of training."

As Margaret turned away in disgust, as the lunch hour ended, she heard the other girl sing to herself a milk-maid's song, which was a medley of grass-fringed lanes, meek-eyed cows, apple-blossoms and spring zephyrs.

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PRACTICAL EXERCISES

1. Plan a course of study, work, and outside reading for a girl who is now a typist and wishes to become a good private secretary.

2. Plan a course of study for a business stenographer who wishes to become a law stenographer.

3. Explain how a few years of office experience may be good training for a girl who intends to go into business some day for herself.

CHAPTER XXIII

THE CIVIL SERVICE

THE national, state and city governments have many offices through which work of all kinds is carried on. The employees of these are grouped under the head of civil service workers, to distinguish them from those who are in the military service.

The civil service offers a wide range of occupations for women; from a clerkship, that requires only an elementary knowledge of English and a fair handwriting, to the position of technical expert in botany, geology, chemistry or medicine.

Clerks, stenographers and statisticians are needed in every branch of the service. Housekeepers and matrons are employed in reformatories and state charitable institutions. Teachers find openings in the public schools, in reformatories and in the Phillipine service. The food and milk inspection commissions employ chemical and bacteriological experts in the laboratories and milk stations. Geologists work in the field and in the offices, with draftsmen to prepare their drawings. Agents are needed for the factory and tenement inspection commissions. Research workers prepare reports for regular commissions and for special investigations.

In all of these positions, the terms of employment are definitely fixed. The girl who has passed the examination, received her appointment, and proved her efficiency through the period of probationary service, has permanent employment. She knows what her sal-

ary is to be, what increase she may expect, and what chances for advancement she will have. Before she prepares for the work, a girl may find out exactly what will be required of her, and plan her study accordingly. Women with professional training find this an exceptionally good field because, while the salaries for women are comparatively high, trained men can usually do better in business enterprise. In many departments, the girl who works faithfully in the service will find good opportunities for working up to the best appointments.

The Civil Service Commission for 1903-4 reports 13,322 women holding federal positions. Of these, nearly half receive less than \$720 a year, while about one quarter receive from \$900 to \$1,400, and a few receive as high as \$2,000, the limit of promotion for women in most work.

All positions are filled by competitive examinations. Public notice of these examinations is given in many of the daily papers. The Municipal Civil Service Commission of each city furnishes information concerning positions and examinations upon request. Candidates for federal positions should write to the Civil Service Commission in Washington for a manual of examinations, blanks for application, and a schedule of dates and places where examinations are to be held. For information about the state and city service, the Civil Service Commission at the state capitol or the city hall may be addressed.

After an examination of the applicants has been held, some time is required for the papers to be examined, the references of the applicants to be investigated and the proper lists of eligibles prepared. Appointments are

made from these lists and eligibles whose names are not at the head of the list are often required to wait many months for appointments.

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small sum for instruction. During her three years' course, the pupil nurse attends lectures and clinics and works in the wards under the direction of the head nurse. In addition to the general training she may take courses in some special branch of the work.

After she has finished training, the graduate nurse may obtain a position through the hospital in which she has been trained or by registering in a nurses' agency. If she wishes to do hospital work, she will probably find a position in her own hospital. Private nurses often receive their first cases from physicians under whom they have worked as pupil nurses. The nurse with a good hospital record and a professional reputation among doctors is sure of employment. The graduate nurse may choose to do private nursing, hospital nursing, school nursing, district nursing; or she may work for some administrative position in the hospital or other institution.

The private nurse, who treats her patients in their own homes, needs certain qualities that are not necessary for the hospital nurse. She must have great endurance, as her hours of work will not be regular. She will not find in the homes all the appliances of the hospital, and she must supply deficiencies through her own resourcefulness. She will often work under great disadvantages, carrying out the doctor's orders among prejudiced and ignorant people who have their own theories as to how the case should be treated. She must have enough self-confidence to inspire others with confidence. She must also have resources as an entertainer. The nurse may become a highly esteemed member of the household, and form very pleasant social connections through her work. The salaries are high, about

\$25 a week in ordinary cases and \$30 in contagious diseases, in addition to maintenance. However, the private nurse has more expense to bear than the hospital nurse, as she must keep up her lodgings while she is living with others. Then, too, the work is very exacting; and the private nurse is forced to take frequent vacations in order to keep in good physical and mental health.

Positions in the hospitals range from that of ward nurse to that of superintendent. The hospital nurse has more routine to attend to than the private nurse, and she shares her responsibilities with her superiors. She also has the advantage of having at her command the latest devices for the treatment of her patients. She is always under the supervision of her superiors and may expect recognition for unusual ability and earnestness. Although the work is hard, the hours are regular and hospital nurses are usually found to be in exceptionally good health.

The head nurse in the ward is responsible for the work done by the pupil nurses and probationers assigned to her. She does some nursing and also instructs, directs, and criticises the pupil nurses. She decides whether the probationers in her ward shall be accepted as pupils. She must know enough of human nature to be able to pick out promising candidates and must be tactful in dealing with those under her. The head nurse lives in the nurses' home of the hospital and receives in addition to her living expenses, from \$40 to \$60 a month.

Although very few women now hold positions as superintendent of hospitals, it is being generally realized that a trained nurse with great executive ability, knowl-

small sum for instruction. During her three years' course, the pupil nurse attends lectures and clinics and works in the wards under the direction of the head nurse. In addition to the general training she may take courses in some special branch of the work.

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Each nurse is assigned to several neighboring schools, which she visits at certain times. She assists the school physician in examining the children, treats such cases as can be treated in her office at the school, and tries to impress parents with the importance of having the worst cases treated by a physician. Since she is obliged to do a great deal of visiting among the parents, she must have courage and tact. School nurses are appointed after a competitive examination. In New York City, they receive \$900 a year.

Several charity organizations in the large cities have funds for the employment of district nurses. These give nursing service free to those unable to pay for it; and for a small sum, to those who are unwilling to accept charity. Cases are handed over to the district nurses by physicians, and many are discovered by the nurses themselves in their daily rounds. The nurses instruct the mothers, and in families where the mother works all day, the older children, in the care of the sick, the preparation of food, and general household management. By constant kindness and cheerfulness, the nurse brightens the lives of the families in her care; and gaining their confidence, she tries by instruction and personal example to remove the uncleanness and ignorance that are so largely responsible for the misery of the very poor. District nursing plays an important part in the anti-tuberculosis and baby-saving campaigns. In the milk stations and also in daily visits, the district nurses give instruction in the care of infants and the preparation of infants' food, and help in every way to reduce the high infant death rate that is to a great extent the result of the ignorance of the mothers.

edge of business routine, tact, and extensive experience as head nurse, is very well qualified to fill the position. The superintendent has much to do with the financial management of the hospital, the control of the nurses, pupils, and probationers, the care of the patients, and general oversight of the hospital. She is in the supreme position in an institution where even slighter degrees of responsibility may extend to matters of life and death. The few women that have held this position have proved so capable that the ambitious nurse need not fear that she will be kept from promotion because of her sex. The salaries for this work range from \$1,000 to \$1,500 a year, with maintenance.

Many hospitals, private sanitariums, and colleges now engage trained nurses to act as matrons and house-keepers of the institution. The matron has charge of the maids, the cleaning of the building, the laundry work, and in some cases, the preparation of food. The matron of a school or college dormitory has direct charge of the health of the students or assists the resident physician in his work. The salaries for this work range from \$900 to \$1,500 a year, with maintenance.

Trained nurses are now in demand in many large cities to visit schools and examine and treat school children. This work was originally organized for the purpose of preventing children with contagious diseases from attending school. Now the school nurses and doctors aim to prevent and cure all weaknesses and deformities that interfere with the progress of the children; such as poor eyes, faulty hearing, and adenoids. They also attempt, through inspection of the school rooms, to see that weak eyes, crooked backs, and poor lungs are not manufactured by the school itself.

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PRACTICAL EXERCISES

1. Make a list of the hospitals in which a resident of your community may obtain the training of a graduate nurse, and estimate the cost of such training.
2. Write a story of some nurse whom you know or have read about.

CHAPTER XXV

LIBRARIANSHIP

The girl who wishes to be a librarian has chosen a broad and important field. She will deal with all classes of people. She will do all kinds of work, and, at the same time, will have an opportunity to choose her specialty from the greatest possible variety of professional activities. She may become almost anything, from a mere routine worker to the highest type of professional woman. On the one extreme, she ranks with the clerk and the average low grade stenographer; on the other, with the teacher and the social worker.

The most important qualification for librarianship is not a love for reading. The beginner who hopes to find at the library desk an opportunity to read all of the latest books will probably never advance as far as the desk. The librarian is not in the work to satisfy her own tastes, but to cultivate the interests and acquire the information that will be of most value to others.

The librarian must have all of the qualifications of a good routine worker: quickness, accuracy, and neatness. Even the girl who can never become more than a thoroughly reliable routine worker will find here an unusually pleasant workroom, good associates, and reasonable pay; and her services will be in demand more and more as the work of the library becomes more completely specialized.

The ambitious girl must be able to attain skill and speed in her smaller duties, such as checking books and filing cards in the catalogue, so that she will have enough spirit and time left for higher work. Only real enthusiasm for the work and an understanding of the broad purposes of the library, together with fairly thorough scholarship, will save the beginner from being drawn down by the clerical work that she is obliged to do to the level of the routine worker.

One of our most prominent library directors says that: "whether what is done in the library is called merely employment or a 'profession' depends less on the work than the spirit in which it is done." To make a profession of her employment, the librarian must be a professional woman. She must have breadth of interest and understanding, substantial enthusiasm for her work, power of thought and initiative, and the readiness to accept and seek responsibility without which success cannot be reached in any field.

The girl who wishes to be successful enters upon her special library preparation with a thorough preliminary training. All librarians agree that there must be real scholarship behind the knowledge of library methods. The girl entering the library school will not gain this scholarship there. She must be her own teacher. She must acquaint herself with the sources of information, keep in touch with current events and new inventions, and store her memory with facts about books and authors. Every hint that she receives from her school work she should follow up in outside reading and study. Above all, she must read the newspapers and magazines, and make herself thoroughly familiar with them. Af-

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ter she begins her special training she may become a hopeless dilettante unless she keeps up her reading and study.

When the candidate has the equivalent of a high school education, with perhaps additional training in French and German, and has a wide acquaintanceship among books and periodicals, she is ready to select her method of professional training. She may prepare for this work through summer courses, apprenticeship classes, or the regular library schools.

The summer courses in librarianship that are given in a few schools are intended especially for those who are already librarians or have the equivalent of a college education. For general purposes, the apprentice classes and library schools offer the best training.

Many librarians are willing to train apprentices in order that they may have a list from which to choose substitutes and to fill the lower positions. This kind of training is necessarily narrow, gives the student little insight into the general methods and aims of library work, and trains her in the routine of only one library. This work offers a good beginning for the girl who wishes to acquire some practical experience and money before entering the library school. Here again, her salvation rests in her own hands and she must keep up the broader outside reading and study.

The entrance requirements of the library schools vary with the different schools. Some schools demand at least the equivalent of two years of college work and give their graduates the degree of Bachelor of Library Science. All require good scholarship in English and a reading knowledge of one or two foreign languages, sound *general information*, familiarity with literature and lit-

erary history, general history, and at least a smattering of the sciences and a knowledge of the meaning of scientific terms. The schools give training in library methods, library handwriting, library administration, and the special branches, such as indexing, cataloguing, story telling to children, and the like. Most of the library schools are heavily endowed, and so charge very little for the instruction. The course varies from one to three years, and generally includes practice work in some library.

The girl who has served an apprenticeship in a library usually secures a position in or through that library. Many library schools undertake to place their graduates, although they do not guarantee to do so. The well trained librarian who makes a good appearance and creates a favorable impression in a letter or personal interview can be sure of getting a good position. The demand in this field of work is greater than the supply of workers.

The librarian may begin in a small library, where she will work in rotation with the other librarians in the cataloguing room, the children's room, the reference department; or she may choose any one of these special lines of work and enter a large library, where she may give all her time to her specialty. In the large libraries, the division of labor is fairly complete, and the variety of special fields creates openings for women of very different tastes and abilities.

The girl of scholarly tastes and training, who finds frequent personal contact disconcerting, will be happier and more successful in the cataloguing department than in other branches of library work. The cataloguer labels the new books as they come in, and makes cor-

responding cards for the card catalogue. She must be thoroughly familiar with the system of cataloguing in her library. Often the book that she is cataloguing will fall under several classifications and she will have to be able to decide by glancing through the book, what these classifications shall be. She must be able to supply the full name of an author whose initials only are given on the title page. She must watch the newspapers and magazines and indicate the death of an author on his card in the catalogue. The cataloguer holds an important position, for the value of the library collection to the readers often depends upon the success of her work. She must arrange the classifications of the books in such a way that the catalogue will make up for any lack of information on the part of the librarians and the readers. The ambitious girl may aim to take her place in the Library of Congress, among those who examine all books, and make classifications for libraries throughout the country, or she may try to improve on the accepted methods of classification. The present systems have brought lasting recognition to their inventors. The head of the cataloguing room receives from \$1,000 to \$2,000 a year; and her assistants from \$600 to \$1,200. Congressional librarians receive from \$1,200 to \$1,800 a year.

The reference librarian also must be a scholar. She is called upon to help all those who use the library, from the club woman who wants a subject for a paper, or the school girl who is looking up a subject for a debate, to the scholar who wishes to see all the books in English, French, and German, that contains sections on some abstruse problem. She must be skilful in the use of encyclopedias, bibliographies, biographical

dictionaries and dictionaries of all kinds, although she will not be satisfied with directing to such books as these the people who wish to be directed to the original sources of information. She must be able to judge a book by glancing through it, and must keep in touch with new publications, new inventions, and current events. She must be pleasant and agreeable in dealing with people, quick to understand their difficulties and ready to help without embarrassing them by too much attention. The head librarian in the reference room receives from \$800 to \$1,500; assistant reference librarians, \$600 to \$900.

The circulation librarian must know the library collection fairly well; and, at the same time, must know the tastes of those who use the library and must be successful in dealing with people. She decides which books shall be placed on the open shelves; plans exhibitions and announcements that will attract people to the best books; and directs the lending of books. In this work, she will need business ability. Since she deals directly with the public, she must be attractive in her manner. Head circulation librarians receive from \$900 to \$1,500; others, from \$500 to \$1,000. The girl who loves children and understands their tastes, will make a good children's librarian. Although this work requires the propagandist spirit of the teacher, and the ability to manage children, it does not demand the strong executive ability and the tricks of discipline that are essential to the success of the teacher. Many girls who love teaching in the abstract, and yet are most miserable before a class, might find themselves happy

and successful as children's librarians. The heads of the children's departments receive from \$700 to \$1,000; their assistants, from \$500 to \$800 a year.

Library administration offers attractive opportunities for the librarian with great capacity for executive work. It is a field for women of business ability who are not attracted by the aims of the average business enterprise. The girl who wishes to qualify for an administrative position will get the most valuable experience as librarian in a small library. She may begin as director of a small library, and thus work up to the same position in a larger library. A head librarian receives from \$600, in the smaller towns, to \$2,500, or even \$3,000, in the larger cities. The assistant to the director, of a large library receives from \$1,000 to \$2,000. Heads of branch libraries receive salaries ranging from \$900 to \$1,500.

Many high schools maintain libraries to assist the students in preparing special subjects, to help in the work of debating societies and to raise the amount and quality of the outside reading done by the pupils. The salaries for this work range from \$900 to \$1,200 a year.

Scientific schools, medical schools, publishers, law firms and a few business houses, in their offices, have libraries that can be directed only by a woman who has a knowledge of library science and the general talents of a librarian, together with a pretty complete knowledge of the special subject. Special librarians have opportunities for much original work: they catalogue their own books and, in many cases, find it best to work out their own systems of cataloguing. They may be en-

trusted with the buying of books; and also do some reference work in the investigation of special subjects. This work commands from \$75 to \$125 a month.

Thirty-two states in this country now have library commissions. These often engage the services of library organizers to start new libraries and reorganize the old ones. The library commission also lends books to state prisons, and exhibits books on agriculture and domestic science at county fairs. Library organizers receive from \$800 to \$1,800.

A LIBRARIAN'S JOB

"Of course I like my work," writes a successful librarian in the slum district of one of our large cities. "Very few people know just what library work means and how resourceful the patient librarian must be.

"This was not one of our busiest times—just a typical day, except that it was rainy and wet, inside and out, and the rooms were close with the odor of drying clothing. The librarians have to check the dripping umbrellas at the desk and put them safely away. The readers settle down in the reference room, glad to be in a nice, comfortable place.

"To-morrow are school examinations. I am at the reference desk, and need all my tact and firmness to persuade the young people that it is not wise to study aloud, and that nothing can be gained by dictating lessons in shorthand to one another.

"One after another the newcomers 'bid for' *Regents Examination Questions* and Hix's *Fifty English Classics Briefly Outlined*. Our two copies of these books must be kept circulating in the proper order among twenty-five clamorous students.

"At last I am relieved and sent to take inventory. Once a year we make reports of the books lost or otherwise not accounted for. Before three o'clock, there is much routine work for us to do, cataloguing and accessioning the new books, attending to the routine of reserving books, arranging books on the shelves, counting the circulation, rebuilding and discarding old books, making out records, and counting the money, both for fines and for the small expenses of the library.

"When I serve in the children's room, I summon to my aid all my love of humanity. There are odors and shuffling feet and loud voices. Sometimes we have a waiting line at the loan desk that reaches out of the door and down to the corner. The favorite books are the Bible, American Histories, *Pinocchio*, all the colored fairy books, and Hill's *Fighting a Fire*. There are half a dozen dirty little hands waving before my face. All are asking for the same thing, and I am not even sure that I can give it to one.

"This ought to answer your question as to what qualities a librarian should have. Patience, resourcefulness, versatility, and a sympathetic knowledge of people are very desirable. Some men who put up buildings in our neighborhood come in to consult our books when they are in a tight place, and we must know the technical terms even if we are not familiar with the subject itself. We help the Talmund Torah next door to prepare plays at the time of Purim, the feast of Esther. There is an English class in the library for which we select books. We also help the social centers and the teachers.

"Personally, I think that detective instinct is one of the most useful traits that a librarian can have. She should be able to tell when the man who asks for the works of Thackery really wants *Rebecca and Rowena*. The reader is usually a little diffident and will nearly always ask for a broad subject when he wants a very specific thing. What is a librarian to do when a girl asks for the collected works of Anonymous? There are librarians who will know, if you ask them for *Doby Lun Fed By Her Chickens* that you have been recommended to read *Dombey and Son*, *By Charles Dickens!*"

A BUSY DAY WITH A REFERENCE LIBRARIAN

Her workshop was next to the office of the president of a manufacturing concern. The well ordered routine of the day began with the reading of the magazines and trade publications and the selections which came from a news' clipping bureau. These were skimmed rapidly, articles were marked and sent to the staff officers to whose work they were related. While her messenger distributed these he collected articles which had previously been distributed. These had to be placed in the permanent files and properly indexed.

Meanwhile her work basket contained accumulated requests for information from the heads of the various departments: the purchasing agent wanted the catalogues of the manufacturers of electric trucks; the chief accountant wanted a price list of tabulating machines; the chief engineer wanted a book on fuel testing; the traffic manager wanted schedules of freight rates; the president wanted copies of the workingmen's compensation law.

In the afternoon the monthly lists of new books were examined and lists of desirable accessions to the library were made to be submitted to the chief of staff for his

approval. Later these had to be ordered from the publishers.

So go the days of the dispenser of trade and commercial information who needs to bring to her work, the training in language and general knowledge of the college, the experience in catalogue and indexing of the library school and a practical knowledge of business organization. She can readily make herself indispensable to her associates, and her monthly pay check will be equal to that of a chief stenographer or of a college teacher.

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PRACTICAL EXERCISES

1. Plan a course of study, work, and outside reading for the high school graduate who wishes to be a librarian and has no money for a college course.
2. Describe the personality and individual characteristics of some successful librarian whom you know.

CHAPTER XXVI

TEACHING


The teaching profession appeals strongly to women as one of the natural occupations for them. The broadening of the curriculum, and the organizing of many new schools, has made the field of the teacher wider than ever before. At the present time, the girl who intends to be a teacher may choose the kind of work she prefers, and also the special subject in which she is most interested.

Teaching offers an attractive field of service for the woman of good intellect, warm heart and broad sympathies. But no girl should drift into it simply because there is a beaten track that, starting with the primary school, ends in training school or college; and because no special thought is required to advance along this track, while careful consideration must be given to deviations from it. There is no place where a misfit is accompanied with more complete failure and unhappiness.

The live teacher of today must have more than the sympathetic imagination, determination, patience, tact, kindness, and enthusiasm of the successful teachers in the past. There is an ever louder protest against machine-made children, and an ever stronger demand that boys and girls shall receive training for the places in the social structure for which their individual talents when properly developed fit them. Society demands

that the school shall connect more directly with the child's future. For this reason, the teacher who wishes to keep up with the times, must study the community problems as carefully as she studies her own subject, so that she may not give her pupils reason to believe that their period of school life is time wasted in artificial trials entirely unconnected with their later work. She must know the requirements for success in various occupations, and recognize in her pupils their individual tastes and talents, so that she may show them how to choose a vocation and prepare for it. If the school is to assume new and wider responsibilities, the teacher must be able to measure up to the new standards.

The teacher must keep these requirements in view throughout her preparation for her work. As in all other work, the formal training is less important than self-culture. Teaching requires the continual giving of thought and energy without the necessary compensation in broadening social and intellectual intercourse. For this reason, many teachers who are not careful to keep up other interests fall into a rut; and their teaching suffers, as well as their other relations. The girl who is to be a teacher must cultivate the broadest possible social and intellectual interests. If she does not wish to be stamped with the more undesirable mark of her profession, she will be not only a teacher, but also a reader, a student and a good companion. The girl who expects to teach has two courses open for her, as she is about to finish her high school work; she may take the normal school course in her state or city normal school, or she may take the regular college course, with some work in psychology and pedagogy. In some places the high school graduate is eligible for teaching in a district



school, but she can go no higher until she has attended the normal school or college.

The normal school course usually occupies two years. During the last half of the second year, the girls do practice teaching in a school, and are paid a small sum. The tuition is free in most of these schools; and admission is by examination, or by graduation from an approved high school with courses in certain required subjects, such as drawing and singing. In some schools, the resident students can usually obtain board and lodging in the school dormitories at low rates.

The girl who prepares for teaching in college must choose her college with care; for many do not give good courses in pedagogy. She should also choose a college that has a strong department in the subject in which she intends to specialize. The teacher's hours and conditions of work are familiar to every schoolgirl. The teacher's day does not end with the dismissal of the class; there are papers to be corrected and new lessons to plan. However, the long vacation in the summer fully compensates for the additional strain in the classroom, and the work allows time for other activities.

The great majority of students must get their entire formal education in the elementary schools. For this reason, the elementary teacher does very important work. Many of her pupils are kept in school only by the compulsory education law; others are eager to learn. Her material is very uneven; the intelligence of her pupils runs from the lowest to the highest. She must keep the slower pupils up to the grade without allowing the brighter children to grow nervous and lose interest. Her work requires the management of the group and individual attention, at the same time.

Through the same curriculum, she prepares some students for the high schools; and others, for the factories, shops and offices. Her success upon her adaptation of the curriculum to the intelligence of each individual

The usual method of preparation is through the normal school, or giving work in both theory and practice. Positions are obtained through recommendation or through personal application. Many normal schools accept all students who will reflect credit. Salaries vary with the living cost. In New York, elementary teachers receive \$500 a year. Most systems have yearly increases for satisfactory service. States and cities have pension funds.

The high school teacher works with more material than the elementary teacher. She is able to devote her time to one subject in which she is most interested. But

the high school teacher also is preparing boys and girls for widely different lives, and she must keep her methods as flexible and as well suited to individual needs as possible. The high school clubs, debating and literary societies, botany clubs, camera clubs and others, give the interested teacher an opportunity for more individual and informal work than is possible in the classroom.

All high schools require that their teachers shall be college graduates, or else shall have some normal school education and several years' experience. Many schools require that the college graduates shall have taken

The New York Public Library
Please exercise care in filling out
slips. When in doubt ask a librarian.
Write legibly.
If reference is to a periodical, give title of periodical, date, volume, number and page.
Under certain conditions books be brought to your seat if you write the seat number on your call slip.
Return books before leaving.
Ink may be used only in fountain pens.
Bottles of ink are not allowed.
Your call slips will not be returned.
Copy separately any information that you may need later.

either graduate or undergraduate work in pedagogy; and in some cities, such as New York, no one is eligible for the examinations who has not had some actual teaching experience. In this field, too, the requirements and methods of obtaining a position vary in different localities. Some cities give examinations to all those who satisfy the preliminary requirements; others will give positions on personal interviews or correspondence. The salaries vary for beginners from \$900 in New York and some Western cities, to \$500 in the smaller towns. Regular yearly increases are given for satisfactory service.

Although the college professor must be a teacher, at least, to the same extent that she is a scholar, this is more congenial work for those who are impatient of the necessity for discipline in the lower schools, and are intensely interested in one subject. The college teacher is able to take for granted the interest of her students, and assumes no responsibility for teaching those who do not care to learn. The atmosphere of the college is favorable for scholarly pursuits. The hours of work are short, and the college professor often does research work that would be impossible in other positions.

The higher positions in this work are open only to those who have distinguished themselves in some academic or scholarly activity, and the salaries for professorships depend upon the scholastic reputations of those who hold them. There is, however, an opening in this field for the young college graduate who has won the esteem of her college professors. The salaries paid to young instructors are, as a rule, very low; but the college instructor has exceptional opportunities for further study.

Through the same curriculum, she prepares some students for the high schools; and others, for the factories, shops and offices. Her success as a teacher depends upon her adaptation of the curriculum to the needs and intelligence of each individual.

The usual method of preparation for this work is through the normal school, or through a college course giving work in both theory and practice of pedagogy. Positions are obtained through competitive examination, or through personal application to principal or superintendent. Many normal schools undertake to place all students who will reflect credit on the school. The salaries vary with the living expenses in the locality. In New York, elementary teachers begin with \$720 a year; in many other places, the beginner receives about \$500 a year. Most systems have a regular scale of wages with yearly increases for satisfactory work; and some states and cities have pension funds.

The high school teacher works with more uniform material than the elementary teacher. Then, too, she is able to devote her time to one or two subjects in which she is most interested. But the high school teacher also is preparing boys and girls for widely different lives, and she must keep her methods as flexible and as well suited to individual needs as possible. The high school clubs, debating and literary societies, botany clubs, camera clubs and others, give the interested teacher an opportunity for more individual and informal work than is possible in the classroom.

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The Froebel kindergarten work, a development of the theory that children should be trained through their play instincts, appeals strongly to women who love small children and have a talent for getting along with them. The kindergarten room is usually the most attractive and sunniest in the building, and the life is free for teacher and pupils alike. The children are given small tasks in drawing, weaving and sewing, that will train their eyes and hands without imposing too great a restraint. They are directed in games that shall give room for spontaneity and, at the same time, teach the group virtues: co-operation, unselfishness, and leadership. The kindergartner finds much room for originality in planning new games and exercises, and in decorating the kindergarten room. In some schools, the kindergartners organize mothers' clubs, hold meetings, and plan entertainments for them. Many women find the relations of the kindergarten more congenial than the more formal atmosphere of the classroom.

In addition to teaching ability, this work requires actual experience with children, and the ability to sing a little, and play simple tunes on the piano. The girl who has entertained small brothers and sisters, and taken care of them, has gained valuable experience for her work as a kindergartner. Most schools require that the applicants for this position shall have special training for it, in addition to the normal school or college course. Some normal schools give kindergarten training to those who wish it. There are also some excellent private schools for kindergartners. The salaries are about the same as those of the elementary *teachers*.

There is a demand for teachers for classes and schools for the mentally defective, and for schools for the blind and the deaf and dumb. The newness of the work, and the constant introduction of improved methods make the field very interesting. The defectives are taught through various kinds of manual work. The schools, for the blind, and for the deaf and dumb, attempt through skillful teaching and the use of certain devices to overcome these serious handicaps. The need for really efficient training of this kind is so great that the work proves very gratifying to those engaged in it. Many normal schools give special courses in the teaching of defectives. The salaries are higher than those of the other teachers, as the work is very exacting.

In special schools, and regular schools as well, new subjects have been introduced that call for teachers with detailed knowledge of one line of work. These are: manual training, sewing, domestic science, millinery, music, physical training, arts and handicrafts, gardening, commercial subjects and various kinds of vocational subjects. These subjects are taught in evening schools, commercial and vocational schools, and in regular elementary schools and high schools. They require training in pedagogy, a good general education and experience and training in the special line to be taught. The salaries are a little higher than those of the other teachers.

The teacher who is able to impart knowledge and yet is unsuccessful in dealing with children in large numbers, will find congenial work in private schools and as kindergartner, governess, or tutor in private families. In private families, the salaries include maintenance, and in resident private schools the teachers are required

to live in the dormitories and direct the students outside the classroom.

The executive positions in this work are reached through the lower positions. Heads of departments, principals of public and private schools, and proprietors of private schools have an opportunity to escape from the routine of the classroom, and handle the problems of administration and the arrangement of the curriculum. The woman with a little capital and extensive teaching experience may find the management of a school of her own a profitable and enjoyable enterprise.

In connection with charity organizations and the public recreation centers and vacation playgrounds, there is an opening for teachers who are also social workers. The recreation centers have classes in cooking and manual training, and study rooms; and both playgrounds and recreation centers need women to direct games, swimming classes and dancing classes. There is work for domestic science teachers as visiting dietitian, going from house to house and instructing the mothers in the preparation of such food as can be bought with the family income. Trained nurses and doctors have classes in the milk stations to teach the care of infants and the preparation of food for the infants.

Even where the curriculum remains unchanged, the increasing demands upon the school will force every teacher to extend her own interests and professional work beyond the ordinary instruction in the classroom. The teachers must be able to give intelligent instruction in hygiene, and to see that the health of their pupils does not suffer through unsanitary conditions in the classrooms. Then, too, many schools are introducing vo-

cational guidance, and the teachers are called upon to help the pupils choose and prepare for some definite work. The modern school gives its teachers ever broader opportunities for their usefulness.

NEW WORK IN AN OLD PROFESSION

"The state reformatories give excellent training, because they combine the class instruction with practical work that actually shows results," said a lecturer at a Teachers' Institute ten years ago. "Might we not in some way apply this principle in planning the curriculum of our schools?"

Two of the teachers in his audience failed to hear the remainder of his lecture. The Maynard sisters, capable women who had taught successfully for several years, had been saving their spare money for a long time with the hope of being able some day to start a small private school of their own. To both of them the speaker's words had suggested a new idea: "Why should not normal children have the advantages of the state reformatories?"

That was the beginning of the Avondale Boarding School for girls. The following year, the sisters bought an abandoned farm, remodelled the farm house, and secured twenty students for their school. The staff consisted of the elder Miss Maynard, who acted as principle and teacher; her younger sister, who had had training in domestic science and undertook to manage the household and give instruction in domestic science; a cook, a housemaid, and a gardener, who was also farmer and groom.

Although the school was known from the first for the excellent work of the students and their splendid rec-

ords in college entrance examinations, it is the chief feature of the original plan that has increased the number of students from twenty to three hundred and has made the experiment of the directors of the Avondale School interesting to teachers and educators throughout the country. The boarding school girls were to have the advantages of poor girls living at home. They were given the training and the contentment that can be gained only by the actual doing of necessary work.

The girls spend five hours a day in the classrooms. The remainder of the day they spend in the kitchen, the laundry, the sewing room, and the garden. When a girl has learned to cook and to sew, she is given the task of teaching and directing others. The girls make many of their own clothes, attend to some of the cooking and managing of the household, plan the care of the grounds, and help to raise fruits and vegetables for the table. Some of the older girls assist Miss Maynard in managing the house and in directing the farm hands.

"We cannot ask intelligent girls to feel compelled to do trivial tasks that we have manufactured for them," says Miss Maynard. "Let them actually work and manage, if they are to learn to be useful to themselves and to others."

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PRACTICAL EXERCISES

1. Write a sketch of the work of some teacher whom you have known.

2. Beginning with the high school, plan a course of school study and outside work for a girl who is to become a domestic science teacher; a teacher of physical training; a teacher of shop-work.

3. Make diagrams similar to the one on page 129, showing the range of salaries in the New York State Normal schools by using the salary lists printed in the annual reports of the State Civil Service Commission; of the teachers of your city by using the annual reports of the school department of your city; of the cities in the United States by using the figures given in the Report of the Committee of Salaries of the National Educational Association.

4. Estimate the cost of preparing for teaching in the elementary schools of your city by taking a course in the teachers' training school; or for teaching in the high schools by taking a college course.

CHAPTER XXVII

SOCIAL WORK

THE many kinds of social uplift work in the cities, towns and mission fields, are directly in line with a woman's interests and ideals. The churches have their visitors among the poor; social settlements have leaders for classes and clubs; the mission boards need nurses, doctors and teachers; police courts have their probation officers; philanthropic and state organizations need directors and matrons. Women have been engaged in work of this kind for so long that it is generally recognized as an extension of their home duties; and a great part of the field, at least, is woman's exclusive property. The work offers opportunities for service to the professional social worker, to the married woman who is anxious to do outside work that will not interfere with the claims of her home, and to the working woman who wishes to do some useful and interesting work in the time left after business hours.

The young girls who feel a vague desire to help the poor, and hope to find opportunities for satisfying this ambition in settlement work, must remember that this is *social* work. The successful worker must be a good hostess and entertainer. A certain degree of maturity and resourcefulness are needed, and a knowledge of people that the young girl can acquire only through a long apprenticeship in the lower grades of the work. The social worker must have more than a vague altru-

istic spirit; she must have a real enthusiasm and courage to carry her through many discouragements. In addition to these qualities, she should have ability or training in some one line: singing, playing, sewing, cooking, nursing, manual work, teaching or kindergartening. With special training, she will be able to make herself useful as the conductor of a class or a club, and may expect to reach people most successfully through one of these interests.

The girl who chooses this vocation should begin at once to prepare for the work. She should enlarge her social experience at every opportunity; meeting and talking with new people, playing with children and taking an active part in the social work of her school and church. Many social workers prefer that their assistants shall be college graduates, as the college gives social experience of this kind. The college girl who is preparing for the work should take courses in economics and sociology. Some of the larger cities, such as New York and Chicago, have schools for social workers. These schools will admit high school graduates for special courses, or college graduates for work leading to a degree. In addition to instruction in the theory of the work, the student is given an opportunity to visit charity and social organizations and observe their special methods. The social worker who knows the native language of those with whom she deals is at a great advantage. All the European languages are spoken in the slums of our cities.

The settlement aims to be a social center, a sort of club house, for the people in the crowded district in which it is situated. The purpose of the work is to give the children and the older people the normal social and

intellectual life that is impossible for the poor in a large city. The social workers conduct literary clubs, dancing clubs, gymnasium classes, games of all kinds, and classes in manual training, domestic science, sewing and handicraft. Teachers are needed for the classes; and leaders, for the clubs. The teachers must have a thorough knowledge of their subject, the ability to teach, and an understanding of the needs of their pupils. The club leaders must have the qualifications for leadership, personal magnetism, enthusiasm, and a knowledge of human nature. The settlement workers also visit the people in their homes and study their individual needs. The visitor must have great tact, sympathy, courage and the executive ability of a good business woman.

The requirements for admission to the work vary in the different settlements. As a rule, college graduates are preferred, especially those who have taken work in economics and sociology. Girls who wish to gain experience in the work may conduct a class or club as volunteers after school hours. There are demands for clerks and secretaries in the offices of the settlements, and the girl who wishes to enter the field might prepare for the work through a position of this kind.

The salaries for social workers are comparatively low, because a great many workers are willing to give their services free. The assistants receive from \$500 to \$1200; and the head workers, from \$500 to \$1800. A worker can often reduce her expenses by living in the settlement. When she has succeeded in proving her ability, she need not hesitate to ask for a suitable salary. Workers with some literary ability find a ready market for anything that they can write of their experiences.

In the evening recreation centers and summer playground schools, social workers are needed to organize and conduct children's and women's clubs, to direct games, and to take charge of reading rooms. The summer playgrounds also have classes in manual training, cooking, and sewing. The positions are given after a competitive examination by the board of education of the city. In subordinate positions, the pay is \$2.50 an evening; for directors, \$4.00 an evening. There is no position now open to women that offers a more splendid opportunity for service than that of awakening and fostering civic spirit through the clubs that meet in public schools.

Public and private charities, such as the Society for Improving the Condition of the Poor, need visitors to investigate the stories of those who apply for help, and to reach the needy families that will not ask for charity. These societies also send out special cooking and sewing teachers to instruct the mothers in their homes. College graduates, with training in economics and sociology, are preferred, although there are no definite requirements in respect to formal training. Beginners receive \$40 a month, and may advance as far as \$2000 a year.

The hospitals that have charity wards and free clinics have found that their work is often unsuccessful, because the patients either will not, or cannot, carry out the doctors' orders after they leave the hospital. Women are needed to go about in the wards of the hospital to win the confidence of the sick men and women; to entertain them while they are in the hospital; and to visit them after they are sent to their homes, and complete the work of the hospital by improving home conditions and finding work for the unemployed. The hospital

social worker must have a practical knowledge of hygiene, cooking, and sanitary housekeeping, and must be familiar with the charitable institutions of the neighborhood, so that she may refer needy persons to the proper agency. The demand for such workers is growing steadily in the larger cities. The salaries range from \$700 to \$1200 a year.

Many churches do some religious and social work among the poor of the congregation and the neighborhood through deaconesses and church visitors. The salaries for deaconesses range from \$25 a month upwards, and usually include board and lodging. Church visitors and directors of women's clubs in the church are paid different salaries by the various churches.

Women with good education, social and business ability, may train for the position of secretary in a branch of the Young Women's Christian Association. The salaries range from \$600 to \$2300. Training for the work may be obtained at a school, through work as assistant in the office of the branch, or through some other kind of social work.

In the larger cities, department stores, factories and insurance companies have organized welfare work among their employees. The employers realize that happy social life, health, and right living increase the value of the worker. The welfare worker, with the assistance of her employer, plans methods by which the conditions of the employees will be improved. Some department stores have saving and loan funds, from which a worker can borrow in times of sickness; others have pension funds and sick and death benefits, supplied by the savings of the workers and contributions from the employer. Some concerns have a trained nurse in at-

tendance to treat the girls who are taken sick at their work. In many of the large stores and factories, the welfare worker plans entertainment for the girls, conducts clubs, and tries to gain the co-operation of the employees in promoting the social relations among them that result in happier and more efficient work. She stands between the employer and the employee when there is any real or fancied grievance to be settled. The mature woman, who has spent some time among the girls as a fellow worker, and has also social experience and some social training, would be the ideal welfare worker. Women who have had experience in other kinds of social work, and also thoroughly understand industrial problems, may be successful in this work. As the field is new, the salaries are not definitely fixed. An unusually successful welfare worker for a large factory or store may earn as much as \$3000. The usual salary is between \$1000 and \$1500.

Civil service examinations are given regularly for teachers, superintendents, and matrons in state reformatories for girls and women. The woman with a strong personality and a knowledge of abnormal human nature may do much good in such a position. Teachers are needed to give instruction in common branches and in industrial subjects. They receive \$600 a year in addition to maintenance. Superintendents are paid \$1800 a year, in addition to maintenance; matrons who have charge of cottages are paid \$35 to \$40 a month, in addition to all living expenses.

Many states now have laws that allow women and children to be excused from prison sentences for minor offences and put on probation. The probation officer, a woman, stands in the courtroom when the girls are

brought in, listens to their stories, and selects for probation those who have drifted into crime through lack of employment or lack of the proper home influences. The girls are allowed to return to their homes and their work; and the probation officer finds positions for those who are out of employment. They are required to report regularly to the officer, and she follows them into their homes and helps them in every possible way to keep out of the penitentiary. Some cities now have homes for the girls, and maintain employment bureaus in connection with the homes. The girl who wishes to do this work should begin in some other kind of social work in a settlement or reformatory, until she is mature and has some experience along these lines. The positions are under the state and city governments, and are filled by competitive examinations. The salaries range from \$600 to \$1200 a year.

Similar to this is the child-saving work carried on by the children's courts, reformatories and orphan asylums. The object of the work is to place children in good homes, where they will be well cared for and kept from any evil influences. The visitor in this work goes about into the homes to see that the children are given the proper attention, and to advise and help the guardians. These are also civil service positions, and pay from \$600 to \$1750 a year.

The state and city governments, and several private philanthropic organizations, need women to collect facts and figures as a basis for the work of the reformers. The research worker must go out into the homes, factories, schools, and hospitals for her figures. She must be able to get information tactfully from people who

would resent a direct question. The first requirement for the public research worker is the ability to get along with people. Then the statistician must be able to work with figures, make out charts; and also must be able to interpret figures, and arrange them in such a way that others can understand them. She must have the qualities that make a good scientist: great patience, and the willingness to collect one small fact after another, without making any hasty conclusions, and to test the conclusions by other facts even when she considers them reliable.

The civil service research positions are filled by competitive examinations that require a thorough knowledge of figures and a good general education. A great many of the private research bureaus will accept only college graduates or the graduates of a school of philanthropy. A short period of service in the statistical department of a large business house might help a girl to prepare for research work. The beginner is given statistical work in the office at from \$12 to \$15 a week. Later, she may do field work, prepare reports, and write books. Her salary may reach \$2000, or more; and in the federal government positions, she may earn as much as \$3000 a year.

The charity organization societies also give opportunities for research work. The purpose of the society is to study conditions, make experiments in charitable enterprises, and assist private and public agencies in the organization of new work. A girl may begin here as a clerk, stenographer or secretary, at from \$5 to \$20 a week. Girls with college degrees or training in the schools for social workers, may begin as assistants at

from \$60 to \$70 a month, and work up to positions in which they may receive from \$900 to \$1800 a year, and find opportunities for broad social work.

Home or foreign mission work offers opportunities to women with courage, enthusiasm, and physical strength and endurance. The work of the mission is social and educational as well as religious. Women with special training as teachers, nurses, and doctors, may find large opportunities for service in foreign and home missionary work.

QUEENS' GARDENS

From Ruskin's "Sesame and Lilies"

You have heard it said * * * that flowers only flourish rightly in the garden of some one who loves them. I know you would like that to be true; you would think it a pleasant magic if you could flush your flowers into brighter bloom by a kind look upon them: nay, more, if your look had the power, not only to cheer, but to guard—if you could bid the black blight turn away and the knotted caterpillar spare—if you could bid the dew fall upon them in the drought, and say to the south wind, in frost—"Come, thou south, and breathe upon my garden, that the spices of it may flow out." This you would think a great thing? And do you think it not a greater thing, that all this (and how much more than this!) you *can* do, for fairer flowers than these—flowers that could bless you for having blessed them; and will love you for having loved them; flowers that have thoughts like yours, and lives like yours; and which, once saved, you save forever? Is this only a little power? Far among the moorlands and the rocks—far in the darkness of the terrible streets—these

feeble florets are lying, with all their fresh leaves torn, and their stems broken: will you never go down to them, nor set them in order in their little fragrant beds, nor fence them, in their trembling, from the fierce wind? Shall morning follow morning, for you, but not for them; * * * but no dawn rise to breathe upon these living banks of wild violet, and woodbine, and rose?

* * *

Will you not go down among them?—among those sweet living things, whose new courage, sprung from the earth with the deep color of heaven upon it, is starting up in strength of goodly spire; and whose purity, washed from the dust, is opening, bud by bud, into the flower of promise;—and still they turn to you, and for you, “The Larkspur listens—I hear, I hear! And the Lily whispers—I wait.”

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PRACTICAL EXERCISES

1. Tell the story of some successful social worker or missionary whom you know or have read about.
2. Describe the social and philanthropic features of the work of a nurse; a teacher; a doctor; a lawyer; a saleswoman; a librarian.
3. Plan a course of study, reading, home work, and outside work, for a grammar school graduate who wishes to become a social worker.

CHAPTER XXVIII

JOURNALISM AND LITERARY WORK

MANY school girls who are fond of reading and do well in the exercises in composition are ambitious to become writers. The older people who sometimes smile at their aspirations do not always realize that there are many openings for young people in the writing business. To be sure, only a few women write famous books: artists and those whose achievements have made their opinions valuable. These are in the minority in the literary world. The newspapers, magazines, publishing houses, and some commercial houses employ women who need nothing more extraordinary in the beginning than training in English, good general education, a fondness for writing, and the capacity for hard work.

There are many different ways of preparing for literary work. Some successful writers have had little school training. Girls who read good books, have a sense of style, and can criticize their own writings, may do a great deal to train themselves. However, the college graduate with some ability is at an advantage over the high school girl with the same amount of ability and less training. Both will begin with low-grade work and small pay, but the college graduate will advance more rapidly. Many colleges now give excellent courses in journalism; Columbia University has just opened a School of Journalism. The girl who decides definitely to become a journalist should choose a college that gives

special courses in this work; or, if this is impossible, a school that gives several good courses in English composition. In any case, the high school or college girl should practice writing at every opportunity. It is absolutely necessary that she should cultivate the quickness and ease in composition that can be gained by frequent writing. Successful journalists also recommend a study of the newspapers and magazines, so that the beginner may be thoroughly familiar with the character of the writing that the public demands.

In newspaper work, women do not hold the highest positions. The editors, the reporters, and the men who rewrite stories, must be able to work under pressure in a way that is beyond the power of most women. The acknowledged field of women in the newspaper world is the reporting of society news and the editing of the women's page. Some newspapers also have children's pages that are successfully edited by women. Girls find it difficult to make their way in the newspaper office, because the work in the lower positions is very exacting. They may begin as general assistants, proof readers, or stenographers. This work pays about the same as all general office work, from \$6 to \$15 a week; and the girl who has not great energy and some power of initiative will find little opportunity for advancement. Women reporters receive from \$10 to \$35 a week. Newspaper editors consider that women are limited in their usefulness as reporters, because they cannot be sent out under all circumstances, as men can. Society reporters, who must win their way into social gatherings of every kind and collect gossip, scandal, and general news, receive from \$11 to \$40 a week. The editor of the women's page may earn from \$14 to \$30 a week. Women

who have established their reputation for popular work may earn good salaries.

The Sunday magazine sections of the newspapers are filled with articles bought by the editors from the open market. These are written by "free lances," who work independently, prepare their articles and sell them to the highest bidder. The young woman who has enough means, energy, or ability to enable her to be somewhat independent, may do better as a free lance than as a regular employee of some newspaper. Women may sell stories, anecdotes, sketches, jokes and photographs to the newspapers. The free lance writer must know what kind of work is popular, must be able to recognize good story material, and must write cleverly.

The magazines and publishing houses offer very good opportunities for women. Children's and women's magazines have a great many women on the editorial staffs, and all publishers have women clerks and stenographers. The girl who is interested in books will find more congenial clerical and secretarial work in publishing houses than with business firms.

In houses that publish school books, writers are needed to keep in touch with new inventions and new methods and supervise the revision of the books. The publisher's work also includes the settlement of questions regarding the quoting of copyrighted material in his books. Although few women are found in the higher positions in publishing houses, there is nothing in the work itself to prevent capable and energetic women from succeeding in it. Girls may begin as proof-readers or clerks and work up to the higher positions. The greater number of women in publishing houses re-

ceive from \$15 to \$25 a week, although a few exceptional women earn very large salaries.

Women with thorough knowledge of some foreign language and the ability to write good English may do commercial or literary translating. Many business houses that have foreign trade employ a foreign correspondent to translate and answer the foreign letters. The large number of foreigners who seek positions of this kind and accept small salaries makes the work unprofitable for a native of this country. Women with technical training in addition to knowledge of the foreign language may earn very good salaries by translating foreign legal or scientific books into English. This work requires not only a familiarity with the scientific terms, but also a real understanding of the subject. Ordinary commercial translating seldom pays more than \$50 to \$60 a month; good general work may pay as much as \$100; and scientific translating often pays \$200 or \$300 a month. Those who have real ability in English composition and a sense of the style and idiom of a foreign language may do excellent literary work in translating foreign books into English. The sympathetic translator ranks very near to the writer himself in the aristocracy of the literary world.

In order that the aspirant for honors in this field may thoroughly inform herself of the desirable preparation, and the character of the apprenticeship, she will do well to make a skeleton biography of some of the women who have achieved success. In such a skeleton biography of a worker her career should be divided so as to show the length of the period of preliminary training and the character of that training, her experiences during the *trying out* process which led up to the final decision to

take up this work, the length of the period of real apprenticeship after the career was determined upon, the character of the work which had to be done in order that the worker might make a reputation upon which to build a real success, and the length of her productive period after she was fully established in the profession.

The careers of the following may well be studied for this purpose: Harriet M. Lothrop, Mary A. Livermore, Sara Jane Lippincott, Martha J. Lamb, Margaret E. Sangster, Marion Harland, Elizabeth Cochrane.

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PRACTICAL EXERCISES

1. Explain why girls are not as active in the work of conducting the high school journals as the boys.
2. Prepare a list of articles which women have contributed to your favorite daily during one week.
3. Contrast the articles contributed by men and those by women to your favorite weekly journal.

CHAPTER XXIX

AGRICULTURE

THIRTY-TWO women in one county of New York State in 1908 were managing their own farms. They earned, on an average, \$428 in addition to the use of the house and farm products. Several of the women earned as much as \$1100 or more; but the general average was pulled down by a few failures. They received this much money; and were, at the same time, making improvements on their land that raised the value of the property. The money that did not come directly to them as profit was put into permanent investments that they may at any time convert into money. Each of these women is leading a happy, out-door life, and is her own mistress.

The girl who has been brought up on a farm, has grown and has learned to like and to need plenty of out-door exercise finds city life and office hours very trying to her health and spirits. Such a girl, if she really knows something about farming, reads the farm journals, and can take a short course in an agricultural college, should hesitate to leave the farm.

City girls also may look forward to this vocation. Some clerks and stenographers living in the suburbs have begun poultry raising or bee keeping as an avocation, and later have given up their former work to devote themselves entirely to farming. Others have taken agricultural courses, read the farm journals and

bulletins of the agricultural experiment stations, worked for a time on a farm, and then gone into business for themselves. The State University of each state gives courses in agriculture that are free to residents of the state. The Department of Agriculture at Washington will furnish free upon request very useful bulletins on farming subjects.

The woman who is to succeed as a farm manager must overcome some serious handicaps. She should be strong enough to do her work herself when she cannot get help. She may be obliged to live alone in the country. Some women managers complain that they cannot get satisfactory help, because the best class of farm hands consider it beneath their dignity to work for a woman. The woman who wishes to manage a farm should also have the means to buy or rent a place, as farm owners hesitate to engage a woman as manager of their estates. Farm management, then, while it is not impossible for a woman, requires capital and an unusual physical equipment.

There are lighter branches of farming in which women may hope for good results without the expenditure of a great amount of money. Poultry farming may be begun on a small scale with little land. Women have found bee keeping a pleasant and profitable avocation. Since only seventy-five or one hundred hives should be kept in one apiary, it would be almost impossible for a farmer to depend upon bee keeping for her entire income. Dairy-farming also is open to women; those with special training and some practical experience in the work may obtain positions as managers of dairy farms or may start farms of their own. For women who live near a city, floriculture may pay well. This requires

some outlay of money for greenhouses. A very profitable lighter branch of farming is the raising of fruits and vegetables for a city market.

The successful farmer studies her market before she plans her enterprise. She must not raise cherries in a town where many people have cherry trees of their own. If she intends to send her fruits, vegetables, eggs, poultry or milk to the city, she must be sure that the railroad near her farm gives good service. By catering to special tastes, it may be possible for a woman to work up a market for canned goods and preserves.

The government maintains several agricultural experiment stations to try new methods of farming, and to publish the results of the experiments among the farmers of the country. The New York state stations are at Geneva and Ithaca. Girls with training in an agricultural school may look forward to securing a position in the experiment stations. Assistants here earn from \$600 to \$1500 a year. The pamphlets on agricultural subjects to be obtained from the Department of Agriculture will give a conception of the work of the civil service in the field of agriculture.

From the very earliest times women have demonstrated their capacity in these fields not only through their practical success in dealing with plants and animals, their diseases and enemies, but they have made notable contributions to botany, zoology, and entomology. A careful study of the biographies of St. Hildegard, Maria Merian, Josephine Kablich, Amelia Dietrich, Mary K. Kinsley, Octavia Coudreau, Elizabeth Cary Aggasiz, Clemence A. Royer, Florence W. Pattison will be sure to prove inspiring to ambitious girls whose interests have been aroused by their studies in biological laboratories or their experiments in school gardens.

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PRACTICAL STUDIES

1. The amount of capital required to begin a poultry business; raising of small fruits; to stock and carry on a general farming business.

2. The experiences of a girl who serves as an apprentice to the housekeeper on a farm.

3. The experiences of a girl who assists the housekeeper of a summer boarding house.

CHAPTER XXX

BUSINESS PROPRIETORSHIP

THERE is no reason why a wideawake working girl, who has learned to do things without being told, should not look forward to the time when she is her own employer. The woman who is her own employer has a certain freedom, but she pays for that freedom by accepting the worries of responsibility.

Education for business, and experience in some definite line of business, are requisites for success in business management. The business education should include a knowledge of accounts and economics; and it is safe to say that no person should invest funds in a business which is to be managed by her unless she has demonstrated that she can render profitable service in that same business for some other employer.

Through the preceding chapters of this book, it has been pointed out how working women have become their own employers in many different lines of work. Reference may be made to a few additional lines.

As selling agents for the manufacturers of specialties women have succeeded well; as purchasing agents in large shopping centres for others, many have firmly established themselves; some have established day nurseries, moving picture theatres, hairdressing parlors, advertising agencies; others have supported themselves by serving as conductors of tourists' parties, as caterers, as entertainers at social functions.

The triumph of woman will not be complete until she has demonstrated that she has the courage of her own convictions in business as well as in politics, and that she can assume the risks of large undertakings as well as share in the profits. It must ever remain true that the highest social service is that which is performed by those leaders in industry who can so direct the efforts of the masses that they may become profitable to themselves and useful to others.

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PRACTICAL EXERCISES

1. Describe some business enterprise which you have patronized and point out how its service might be improved.
2. Investigate and report on the meaning of the following terms: scientific management; time and motion studies; the bonus system of wages; profit sharing; corporation schools.
3. Make a list of those business concerns in your part of the city which are managed by women.
4. From your reference library secure the classified city directories for 1904 and 1914 and determine whether there has been an increase in ten years of the number of women who conducted bakeries, confectionery stores, delicatessen shops, millinery stores, dressmaking shops, drygoods' stores, florists' shops, etc.

CHAPTER XXXI

OTHER PROFESSIONS

THE girl who has special talents, a determination to succeed, and the time and means for professional training, will find none of the professions closed to her. The woman trained to scientific methods will find openings in medicine, dentistry, pharmacy, optometry and industrial chemistry. Art, music and the drama have always welcomed the talented without discrimination.

The college girl who is especially trained in chemistry may go into scientific research work. Factories have laboratories in which men and women investigate new processes. Hospitals, city commissions, and sanitary engineers have laboratories in which water and milk are analyzed. The government at Washington has chemical laboratories that need assistants and directors. The laboratory assistant must be in good health, as her work will require constant standing. Scientific research work pays, the first year, from \$400 to \$600; later, a woman may earn as much as \$1000 in a private concern. Salaries for experienced women in chemical laboratories under the civil service sometimes exceed \$1000.

Since Dr. Elizabeth Blackwell made her way into the medical field against bitter opposition, a great many women have entered the medical schools in this country. Now, women have an acknowledged place in the medical world. Over two hundred women are practicing medicine in New York City, and have found this a field of useful and interesting work. There are certain essen-

tial qualities which a girl must possess to be a successful doctor. Two women physicians consider that common sense, a knowledge of human nature, unselfishness, poise, and self-control are of first importance; and sound health of second importance. The irregular hours and the constant demand upon the doctor's sympathy and intellect demand a strong body and steady nerves. The girl who is attracted by this work should talk over the matter with her physician and get from him a list of medical schools that are open to women.

The preparation for this work is long and expensive. Most medical colleges now require a college degree for admission; but many students arrange to do the first year of medical work in the senior college year, so that both degrees may be earned in seven years. The young doctor should spend a year or two in the hospitals. During the hospital work and the first three or four years of her practice, she cannot expect to earn more than her living expenses and the cost of her equipment. The physician may secure a position as food inspector or school doctor under the civil service, earning in this way from \$50 to \$125 a month. Factories, life insurance companies, and railroads employ physicians and pay them regular salaries. One physician says that she believes that at least ninety-five per cent of the women who enter the medical profession are successful, earning incomes of \$1500 per year and upward.

The dentist must have somewhat the same qualities as the doctor, and the preparation is a little shorter and less expensive. Women dentists all testify that the outlook for women in this profession is very promising. To become a successful dentist, a woman needs scientific accuracy, mechanical skill, steady nerves and good

health. After she has completed her preparation, she must have about \$1500 to invest in instruments and office equipment. Several successful women dentists, after a few years of general practice, have specialized in children's work, prophylaxis, and orthodontia.

Some managers of drug stores have expressed the opinion that "women are the coming thing in pharmacy." Training of two years in a College of Pharmacy is required, and the degree is granted after the graduate has had two years experience in a drug store. Pharmacists must also pass a state examination in order to practice. The girl with a liking for the work and some business ability might save her earnings and later open a store of her own. The graduate pharmacist receives an initial salary of \$16 a week, and, as manager of a store, may earn \$24 to \$26 a week. The hours are long and Sunday work is required.

Hospitals and optical stores employ optometrists to make examinations of eyes to determine what kind of glasses the patients are to have. The work requires the care and skill in detail that many women have. The candidate for admission to the school of optometry should have completed the regular high school course with work in mathematics, physics and chemistry. The professional course is two years. Optometrists receive from \$15 to \$25 a week.

A few women in this country are very successful lawyers. Others with legal training hold good positions as law stenographers and legal advisors to business houses. The lawyer should have a college education in addition to her professional training. Many law schools will ad-

mit only college graduates. Information concerning women in law may be obtained from the Women's Legal Society, 415 Madison Ave., New York City.

Success in other fields, music, art and the drama, can be won only by those who have special talents for the work. There is a demand for music teachers, teachers of china painting, and a few water color and miniature painters, but the training for work of this kind is so expensive that the field is not a good one for people of average ability. Girls with musical ability may look forward to singing in concerts and church choirs, or teaching singing in public or private schools. Others make fairly good salaries by playing on various occasions. Orchestral and church work offer many opportunities for those who are looking for a pleasant and slightly remunerative avocation. The girl who has ability and the time and money for the necessary preparation may enter the field as a professional; but if she lacks these, she will find herself forced to meet very strong competition.

ADVICE FROM A SUCCESSFUL WOMAN

"Don't know what to do? Have you ever thought of being a dentist?"

The young patient looked about the neat office admiringly, and then back at the tall strong woman beside her.

"Oh, I couldn't, I'm sure; although I have always thought I should like that more than anything else. But, you know, I am only in high school. I have just enough money for a college education of some kind. Things look different to you, Dr. Jennings," she added wistfully. "You have your practice—"

"I did not inherit my practice," interrupted the older woman, grimly. "And I did not inherit the money for my education. When I was your age, I was working in a dentist's office as his secretary for \$8 a week and finishing my high school course in the evening school.

"I saved all I could for my education, and when I finished my work at the evening school and passed the entrance examinations at the College of Pharmacy, I borrowed money from my uncle and started in for two years of hard work.

"My relatives shook their heads and waited for me to fulfill their prophecies by growing tired of the work and going back to my old position. It *was* hard; but I had borrowed money to go to college, and I was determined to succeed.

"After I had received my degree, I opened a little office here in my home town among the people who knew me. I had to borrow \$1500 more during the first year. Then, when my friends found out that I could fill a small cavity and pull a child's tooth, they gave me harder work to do. At first, only the women came to me, and when they found out that I was 'really as good as a man dentist,' they sent their husbands and brothers. Now I have as many men among my patients as women and children.

"To the great surprise of my uncle, who had expected never to see his money again, I paid him with interest before the end of my third year of practice. Within the next five years, I bought this home for mother and myself. Now I have all the patients I can handle, and can afford to take a month's vacation in the summer.

"And here are you, young and strong, with courage *and* ability and a little money, hesitating, because you

are still in high school and have only enough money to pay for a college course. What could you buy that will pay you better than thorough professional training?"

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PRACTICAL EXERCISES

1. Describe the career of a woman doctor; a lawyer; a musician; an actress.
2. Enumerate some of the special branches of law, medicine, and other professions in which you think a woman might be more successful than a man.

CHAPTER XXXII

WISE WORK

From Ruskin's "Crown of Wild Olive"

THERE are three tests of wise work:—that it must be honest, useful, and cheerful.

1. It is HONEST. I hardly know anything more strange than that you recognize honesty in play, and you do not in work. In your lightest games, you have always some one to see what you call "fair play." * * * Did it ever strike you that you wanted another watch-word also, "*fair-work*," and another and bitterer hatred—"foul-work"? Your prize-fighter has some honor in him yet; and so have the men in the ring round him: they will judge him to lose the match by foul hitting. But your prize-merchant gains his match by foul selling, and no one cries out against that! You drive a gambler out of the gambling-room who loads dice, but you leave a tradesman in flourishing business who loads scales. For observe, all dishonest dealing is loading scales. What difference does it make whether I get short weight, adulterate substance, or dishonest fabric—unless that flaw in the substance or fabric is the worse evil of the two? Give me short measure of food, and I only lose by you; but give me adulterate food, and I die by you.

Here, then, is your chief duty, * * * to be true to yourselves. * * * You can do nothing for yourselves without honesty. Get that, you get all; without that, your suffrages, your reforms, your free-trade

measures, your institutions of science, are all in vain. It is useless to put your heads together, if you can't put your hearts together. Shoulder to shoulder, right hand to right hand among yourselves, and no wrong hand to anybody else, and you'll win the world yet.

2. Then, secondly, wise work is USEFUL. No man minds, or ought to mind, its being hard, if only it comes to something; but when it is hard, and comes to nothing, when all our bees' business turns to spiders, and for honeycomb we have only resultant cobweb, blown away by the next breeze—that is the cruel thing for the worker. Yet do we ever ask ourselves, personally, or even nationally, whether our work is coming to anything or not? We don't care to keep what has been nobly done; still less do we care to do nobly what others would keep; and, least of all, to make the work itself useful, instead of deadly, to the doer, so as to exert his life indeed, but not to waste it. Of all wastes, the greatest waste that you can commit is the waste of labor. If you went down in the morning into your dairy, and found that your youngest child had got down before you; and that he and the cat were at play together, and that he had poured out all the cream on the floor for the cat to lap up, you would scold the child, and be sorry the cream was wasted. But if, instead of wooden bowls with milk in them, there are golden bowls with human life in them, and instead of the cat to play with—the devil to play with; and you yourself the player; and instead of leaving that golden bowl to be broken by God at the fountain, you break it in the dust yourself, and pour the human life out on the ground for the fiend to lick up—that is no waste!

What! you perhaps think, "to waste the labor of men is not to kill them." Is it not? I should like to know how you could kill them more utterly—kill them with second deaths, seventh deaths, hundred-fold deaths? It is the slightest way of killing to stop a man's breath. Nay, the hunger, and the cold, and the whistling bullets—our love messengers between nation and nation—have brought pleasant messages to many a man before now: orders of sweet release, and leave at last to go where he will be most welcome and most happy. At the worst, you do but shorten his life, you do not corrupt his life. But if you put him to base labor, if you bind his thoughts, if you blind his eyes, if you blunt his hopes, if you steal his joys, if you stunt his body, and blast his soul, and at last leave him not so much as strength to reap the poor fruit of his degradation, but gather that for yourself, and dismiss him to the grave, when you have done with him, having, so far as in you lay, made the walls of that grave everlasting: although, indeed, I fancy the goodly bricks of some of our family vaults will hold closer in the resurrection day than the sod over the laborer's head, this you think is no waste, and no sin!

3. Then, lastly, wise work is CHEERFUL, as a child's work is. And now I want you to take one thought home with you, and let it stay with you.

Everybody in this room has been taught to pray daily, "Thy kingdom come." Now, if we hear a man swear in the streets, we think it very wrong, and say he "takes God's name in vain." But there's a twenty times worse way of taking His name in vain than that. It is to *ask God for what we don't want*. If you do not wish for His kingdom, don't pray for it. But if you do, you must

do more than pray for it; you must work for it. And to work for it, you must know what it is; we have all prayed for it many a day without thinking. Observe, it is a kingdom that is come to us; we are not to go to it. Also, it is not to be a kingdom of the dead, but of the living. Also, it is not to come all at once, but quietly; nobody knows how. "The kingdom of God cometh not with observations." Also, it is not to come outside of us, but in our hearts: "the kingdom of God is within you. "And, being within us, it is not a thing to be seen, but to be felt; and though it brings all substance of good with it, it does not consist in that: "the kingdom of God is not meat and drink, but righteousness, peace, and joy in the Holy Ghost"; joy, that is to say, in the holy, healthful, and helpful Spirit. Now, if we want to work for this kingdom, and to bring it, and enter into it, there's one curious condition to be first accepted. You must enter it as children, or not at all: "Whosoever will not receive it as a little child shall not enter therein."

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APPENDIX

List of Special Training Schools.

List of Free Public Libraries.

Homes for Working Girls.

Employment Agencies.

Statistics of Occupations.

Wage Standards.

SCHOOLS OFFERING SPECIAL TRAINING FOR WOMEN

NEW YORK CITY

The numbers following the occupation refer to the corresponding numbers in the accompanying list of special schools at which the necessary preliminary training may be obtained. Starred (*) numbers refer to schools maintaining day and evening courses; italics, to schools having evening courses only; other schools have day courses only. Circulars of information will usually be sent by any of these schools in response to post card requests.

Accounting 17*, 19, 21, 40*.

Advertising: 21*b*.

Agriculture: 4, 32.

Architectural Drawing: 19, 21, 43*, 54*.

Art. 1, 3*, 19, 34, 43*, 54*.

Auditing: 40*.

Basketry: 26*, 42*.

Bookkeeping: 19*, 21, 28*, 42*, 45, 62*.

Bookbinding: 45*a*, 54.

Clay and Wax Modeling: 3, 19, 43*, 54, 62.

Comptometer Operating: 17*.

Cooking: 21*a*, 21*b*, 22, 24, 26*, 42*, 43, 45*a*, 45*b*, 47*, 54*, 62.

Costume Designing: 21, 23, 42*, 43*, 45*a*, 46, 54*, 62*.

Decorative Design: 34, 43*, 46, 48*, 54*, 62.

Dentistry: 14.

Dictaphone Operating: 21*c*.

Dietetics: 54*, 43*.

Domestic Art: 21, 24, 43*, 54*, 45*a*, 62.

Domestic Science: 6, 7, 21, 43*, 54*, 45*a*, 45*b*, 62.

Dramatic Art: 2, 35.

Drawing, Freehand: 1, 3*, 19*, 21, 27*, 43*, 45, 46, 48*, 50, 54*, 62*.

Dressmaking: 13, 21, 24, 27*, 26*, 33*, 42*, 45*a*, 47*, 54*, 62.

Elocution: 12, 19*, 21, 35, 39, 41*, 45, 53, 51*, 62.

Embroidery: 22, 27*, 33*, 36*, 45*a*, 43*, 54*, 62.

Enameling and Jewelry Chasing: 43*, 54*.

Etching: 3*.

Feather Curling: 62*.

Fresco Painting: 43*.

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 ndressing: 25*.
 nemaking: 43, 54*.
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 strating: 3*, 19*, 23, 34, 43*, 45, 46, 48*, 54*.
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 ter Color Painting: 3*, 19*, 34, 48*, 62.
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 lfare Work: 49.
 aving: 43*, 54.
 odcarving: 48*, 62*, 54, 43.
 odwork Designing: 23.

198 SCHOOLS OFFERING SPECIAL TRAINING

1. Adelphi College, St. James and Clifton Place, Brooklyn††.
2. Academy of Dramatics, Carnegie Hall, Manhattan.
- 3.* Art Students' League, 215 West 57th Street, Manhattan‡.
- 4.* Baron de Hirsch Trade School, 222 East 64th Street, Manhattan. Free.
5. Barnard College, Broadway and 119th Street, Manhattan††.
6. Barnard School of Household Arts, 226 West 79th Street, Manhattan.
7. Berkeley Institute, 183 Lincoln Place, Brooklyn.
- 8.* Brooklyn Law School, 305 Washington Street††.
9. Brooklyn Library School, 26 Brevort Place. Free‡.
- 10.* Brooklyn Institute of Arts and Sciences, Academy of Music Building.
- 11.* Brooklyn Telegraph School, 313 Fulton Street.
12. Bryant School for Stammering, 60 West 40th Street, Manhattan.
13. Clara de Hirsch School, 225 East 63rd Street, Manhattan. Free.
14. College of Dental and Oral Surgery, 216 42nd Street, Manhattan††.
15. Colleges of Pharmacy, 265 Nostrand Avenue, Brooklyn; 115 West 68th Street, Manhattan††.
16. Columbia University, Manhattan. School of Optometry, School of Journalism, School of Music, School of Architecture††.
- 17.* Commercial Schools. See City Directories‡.
18. Cornell University Medical College, 477 First Avenue, Manhattan††.
- 19.* Cooper Union, Third Avenue and 8th Street, Manhattan. Free‡.
- 20.* Educational League, 183 Madison Street, Manhattan. Free.
21. *Evening High Schools. Free‡.*
 - a. *Seventh Avenue and 4th Street, Brooklyn; Wilbur Avenue, Long Island City.*
 - b. *Irving Place and 16th Street, Manhattan; 114th Street and Seventh Avenue, Manhattan.*
 - c. *Nostrand Avenue and Halsey Street, Brooklyn; Hester and Norfolk Streets, Manhattan.*
 - d. *Marcy Avenue and Keap Street, Brooklyn; Vermont and Wyona Streets, Brooklyn; 60th Street and Fourth Avenue, Brooklyn; Prospect Avenue and Jennings Street, Bronx; 166th Street and Boston Road, Bronx; St. Marks Place, New Brighton, Staten Island.*
22. *Evening Industrial Schools, 120 West 46th Street, Manhattan; 134th Street and Lennox Avenue, Bronx; Tillary and Lawrence Street, Brooklyn. Free.*
23. *Evening School of Industrial Art, 206 East 42nd Street, Manhattan. Free.*
For persons employed in the work for which they apply for instruction.
24. Grace Institute, 149 West 60th Street, Manhattan. Free.
- 25.* Hair Dressing Schools, 147 West 22nd Street, Manhattan; 44 Flatbush Avenue, Brooklyn.
- 26.* Hebrew Educational Society, Pitkins Avenue and Watkins Street, Brooklyn.
- 27.* Hebrew Technical School, Second Avenue and 15th Street, Manhattan. Free.
- 28.* Heffley Institute, 243 Ryerson Street, Brooklyn‡†.
- 29.* Homemaking Centers, 226 Henry Street, 162 Sullivan Street, 543 West 49th Street, 220 West 63rd Street, Manhattan.
30. Industrial School for Jewish Children, 316 East 5th Street, Manhattan. Free.
31. Institute of Osteopathy, 208 West 88th Street, Manhattan.
32. Long Island College of Agriculture, Farmingdale, Long Island. Free.
- 33.* Manhattan Trade School for Girls, 209 East 23rd Street. Free.

34. National Academy of Design, Amsterdam Avenue and 109 Street, Manhattan. Free.
35. National Conservatory of Dramatic Art, 19 West 44th Street, Manhattan.
- 36.* Needlecraft School, 63 West 9th Street, Manhattan. Free.
37. New York Library School, 576 Fifth Avenue, Manhattan. Free§.
38. New York Medical College for Women, 17 West 101st Street, Manhattan†.
39. New York School of Expression, 318 West 57th Street, Manhattan.
- 40.* New York University; School of Accounts, School of Law, School of Pedagogy, Washington Square, Manhattan††.
- 41.* Normal College, Park Avenue and 68th Street, Manhattan. Free††.
- 42.* Pascal Institute, 576 Lexington Avenue, Manhattan.
- 43.* Pratt Institute, 215 Ryerson Street, Brooklyn†.
44. Preparatory Trade School, 305 East 41st Street, Manhattan.
45. Public High Schools. Free§†.
 - a. Irving Place and 16th Street.
 - b. Seventh Avenue and 4th Street, Brooklyn; Wilbur Avenue and Academy Street, Long Island City.
 - c. Seventh Avenue and 114th Street, Manhattan; 116th Street and Boston Road, Bronx; Nostrand Avenue and Halsey Street, Brooklyn; Flatbush Avenue, near Church Street, Brooklyn; Marcy Avenue and Keap Street, Brooklyn; Evergreen Street and Ralph Avenue, Brooklyn; Benson Avenue and 17th Street, Brooklyn; Elmhurst; Sanford Avenue, Flushing; Far Rockaway, Hillside Avenue, Jamaica; Richmond Hill; New Brighton, Staten Island.
46. School of Applied Design, 160 Lexington Avenue, Manhattan.
- 47.* School of Domestic Art and Science, 822 Lexington Avenue, Manhattan.
- 48.* School of Fine and Applied Art, 2237 Broadway, Manhattan.
49. School of Philanthropy, 105 East 22nd Street, Manhattan.
50. Society of Ethical Culture, Central Park West and 63rd Street, Manhattan†.
- 51.* School of Speech Arts, 442 Classon Avenue, Brooklyn; Carnegie Hall, Manhattan.
52. Schools of Music. See City Directories.
53. Taylor School of Expression, 249 West 42nd Street, Manhattan.
- 54.* Teachers' College, Columbia University, 525 West 120 Street, Manhattan††.
55. Teachers' Training Schools, 241 East 119th Street, Manhattan; Prospect Place, near Nostrand Avenue, Brooklyn; Normal School, Jamaica. Free††.
56. Telephone Schools, 81 Willoughby Street, Brooklyn; 15 Dey Street, Manhattan. Free§.
- 57.* Thomas Davidson School, 307 Henry Street, Manhattan. Free
58. Trade School for Girls, 10 Prospect Place, Brooklyn. Free.
59. Training School for Nurses. Apply to Hospitals. See City Directories.
60. *Trinity Night School, 90 Trinity Place, Manhattan. Free.*
61. Union Theological Seminary, 700 Park Avenue, Manhattan††.
- 62.* Young Women's Christian Associations, 7 East 15th Street, Manhattan; 114th Street and Seventh Avenue, Bronx; Schermerhorn Street near Flatbush, Brooklyn.

§ Applicants for admission must be elementary school graduates.

† Applicants for admission must be high school graduates.

†† Affiliated with the University of the State of New York.

FREE PUBLIC LIBRARIES IN NEW YORK CITY

BOROUGH OF MANHATTAN AND THE BRONX

- | | |
|-----------------------------------|-------------------------------------|
| 476 Fifth Avenue. | 388 East Houston Street. |
| 192 East Broadway. | 66 Leroy Street. |
| 61 Rivington Street. | 331 East 10th Street. |
| 49 Bond Street. | 251 West 13th Street. |
| 135 Second Avenue. | 209 East 23rd Street. |
| 228 East 23rd Street. | 501 West 40th Street. |
| 303 East 36th Street. | 123 East 50th Street. |
| 326 East 67th Street. | 742 Tenth Avenue. |
| 121 East 58th Street. | 190 Amsterdam Avenue. |
| 1465 Avenue A. | 222 East 79th Street. |
| 444 Amsterdam Avenue. | 112 East 86th Street. |
| 206 West 100th Street. | 174 East 110th Street. |
| 201 West 115th Street. | 9 West 124th Street. |
| 224 East 125th Street. | 103 West 135th Street. |
| 503 West 145th Street. | 922 St. Nicholas Avenue. |
| 321 East 140th Street. | 168th Street and Woodycrest Avenue. |
| 169th Street and Franklin Avenue. | 176th Street and Washington Avenue. |
| 3041 Kingsbridge Avenue. | 8th Street and Fourth Avenue. |
| 33 East Broadway. | |

BOROUGH OF BROOKLYN

- | | |
|-------------------------------------|--------------------------------------|
| 234 Albany Avenue. | Franklin and India Streets. |
| Second Avenue and 73rd Street. | Franklin Avenue and Hancock Street. |
| Glenmore Avenue and Watkins Street. | Bushwick Avenue and Siegel Street. |
| Clinton and Union Streets. | St. Edwards and Auburn Place. |
| Concord and Jay Streets. | Bushwick and DeKalb Avenues. |
| Linden and Flatbush Avenues. | Arlington Avenue and Warwick Street. |
| Fourth Avenue and 95th Street. | Leonard and Norman Avenues. |
| 108 Ditmas Avenue. | Leonard Avenue and Devoe Street. |
| Macon Street and Lewis Avenue. | 197 Montague Street. |
| 86th Street and Twentieth Avenue. | Pacific Street and Fourth Avenue. |
| Sixth Avenue and 9th Street. | 496 Knickerbocker Avenue. |
| Hopkins and Macon Streets. | 198 Livingstone Street. |
| 1657 Shore Road. | Fourth Avenue and 51st Street. |
| Thompkins Park. | Division Street and Marcy Avenue. |
| N. Henry Street and Engert Avenue. | 185 Brooklyn Avenue. |
| 214 Ryerson Street. | |

BOROUGH OF QUEENS

- 244 Jackson Avenue, Long Island City.
Main and Woolsey Streets, Astoria.
Hillside Avenue, Richmond Hill.

Iroquois and Fulton Avenues, Hollis.
 Railroad Avenue, Queens.
 Main Street, Flushing.
 13th Street, College Point.
 Central Avenue, Far Rockaway.
 Broadway and Cook Avenue, Elmhurst.
 Elsie Place and First Avenue, Bayside.
 252 Steinway Avenue, Long Island City.
 402 Fulton Street, Jamaica.
 30 Eighth Avenue, Whitestone.
 Boulevard and Ocean Avenue, Rockaway Beach.
 Greenpoint and Betts Avenues, Woodside.
 1229 Jamaica Avenue, Woodhaven.
 479 Underdonk Avenue, Ridgewood.
 13 Locust Street, Corona.

BOROUGH OF RICHMOND

5 Central Avenue, St. George.
 75 Bennett Street, Port Richmond.
 Canal and Brook Streets, Stapleton.
 Amboy Road, Tottenville.

REFERENCE LIBRARIES

Academy of Medicine, 17 West 43rd Street, Manhattan.
 American Geographical Society, 15 West 81st Street, Manhattan.
 American Museum of Natural History, 77th Street & 8th Avenue, Manhattan.
 Association of the Bar Library, 42 West 44th Street, Manhattan.
 Brooklyn Institute Library, Eastern Parkway, Brooklyn.
 Columbia University, Amsterdam Avenue, & 116th Street, Manhattan.
 Cooper Union, 8th Street & 4th Avenue, Manhattan.
 Law Library, Room 29, Court House, Brooklyn.
 Medical Library, 1313 Bedford Avenue, Brooklyn.
 N. Y. University, Washington Square, & also University Heights, New York.
 Pratt Institute Library, Ryerson St., Brooklyn.
 School of Philanthropy, 105 East 22nd Street, Manhattan.
 Union Theological Seminary, Broadway & 122nd Street, Manhattan.
 United Engineering Society, 33 West 39th Street, Manhattan.

HOMES FOR WORKING GIRLS

New York is so large that it frequently happens that a girl can secure desirable employment at places which cannot be reached from her home without an undue expenditure of time, for this reason there is given here a list of homes in which the charges are reasonable and which are believed to be under proper management. These usually have waiting lists and time will be saved by making inquiry by mail or telephone in regard to conditions for admission, charges and vacancies.

- Anthony Home, 119 East 29th Street, Manhattan. Non-sectarian.
 Chelsea House Association, 434 West 20th Street, Manhattan. Non-sectarian.
 City Federation Hotel, 462 West 22nd Street, Manhattan.
 Clara de Hirsch Home, 225 East 63rd Street, Manhattan.
 Cooperato, The, 444 West 23rd Street, Manhattan. Non-sectarian.
 Elizabeth Home for Girls, 307 East 12th Street, Manhattan.
 Home for the Working Girls of the Peoples' Tabernacle, 58 East 102nd Street, Manhattan.
 Home for Young Girls, 23 East 11th Street, Manhattan. Protestant.
 Girls' Friendly Society Lodge, 105 East 54th Street, Manhattan.
 Holy Cross House, 300 East 4th Street, Manhattan. Catholic.
 Home for Colored Working Girls, 54 West 134th Street, Manhattan.
 Home for Girls of the Swedish Ev. Church, 19 South Portland Avenue, Brooklyn
 Huguenot Home, 237 West 34th Street, Manhattan. Protestant.
 Jeanne D'Arc Home for French Girls, 251 West 24th Street, Manhattan. Catholic.
 Ladies' Christian Union, 49 West 9th Street, Manhattan.
 Maedchenheim of the German Baptists, 217 East 62nd Street, Manhattan.
 Margaret Louisa Home for Protestant Women, 14 East 16th Street, Manhattan.
 Home for the Working Girls (Dominican Sisters), 242 East 69th Street, Manhattan.
 Regina Angelorum, 112 East 106th Street, Manhattan. Catholic.
 St. Bartholomews Girls' Club, 136 East 47th Street, Manhattan.
 St. Francis Lodging House (Roman Catholic) 11 East 128th Street, Manhattan.
 St. Paul's Home for Working Girls, 121 East 117th Street, Manhattan. Catholic.
 St. Peters' Home for Working Girls, (Roman Catholic) 110 Congress St., Brooklyn.
 Studio Club of New York City for Art Students, 35 East 62nd Street, Manhattan.
 Swedish Epworth Home, 588 Lexington Ave., Manhattan. Protestant.
 Switzer Home, Christopher St., & Waverly Place, Manhattan.
 Trowmart Inn, Abingdon Square, Manhattan.
 Virginia, The, 228 East 12th Street, Manhattan.
 Young Women's Christian Association, Schermerhorn Street & Flatbush Avenue; 135 South 9th Street, Brooklyn; 72 West 124th Street, Harlem; 7 East 15th Street, Manhattan.

EMPLOYMENT AGENCIES

Most of the agencies in the appended list are free to special classes of workers. Information can be secured from them by mail but personal application is desirable. The listing of these agencies does not carry with it a guarantee of their efficiency.

Alliance Employment Bureau, 64 Madison Avenue, Manhattan.
Emanuel Sisterhood of Personal Service, 318 East 82nd Street, Manhattan.
Intercollegiate Bureau of Occupations, 35 West 32nd Street, Manhattan.
Jewish Agricultural Society, 174 Second Avenue, Manhattan.
Jewish Community Free Employment Bureau, 356 Second Avenue, Manhattan.
Municipal Civil Service, (for city positions only), Municipal Building, Manhattan.
National Employment Exchange, 30 Church St., Manhattan.
St. Paul's Protestant Episcopal Church Employment Bureau, Clinton & Carroll Streets, Brooklyn.
Salvation Army Bureau, 122 West 14th Street, Manhattan.
Vermilye Chapel (Reformed Church), Employment Bureau, 416 West 54th Street, Manhattan.
Young Women's Christian Association, 14 West 54th Street, Manhattan; 72 West 124th Street, Harlem; Schermerhorn Street & Flatbush Avenue, Brooklyn.
Young Women's Hebrew Association, 1578 Lexington Avenue, Manhattan.
Young Women's Home Society of the French Ev. Church, 341 West 30th Street, Manhattan.

AGENCIES FOR GIVING LEGAL AID TO WORKING WOMEN.

These societies furnish assistance either free or for nominal fees.

Legal Aid Society, 239 Broadway, New York.
Working Women's Protective Union, 9 East 8th Street, New York.

STATISTICS OF OCCUPATION

Every ten years the residents of New York are enumerated by the agents of the Bureau of the Census and the results are published in a volume of Occupations. The volume for the census of 1910 appears just as this book is being printed. In 1900 girls under 16 constituted about 6 per cent. of all the female workers of the city; in 1910 they formed less than 3 per cent., and according to the Industrial Directory for 1912, the number of girls under 16 was less than 1 per cent of all of the female factory workers of the city. There seems to be little for the girl under 16 to do but to remain in school or to help her parents in the home.

This delayed admission to industry makes the competition much keener for the employments which are open to the untrained and inexperienced. The task of selecting suitable work is further complicated because of the large numbers of untrained who come to this city seeking their fortunes. There are many helpful institutions but their resources are limited and the demands made upon them by the unfortunate and handicapped are so great that the normal working girl must expect to depend upon herself and her friends in handling her own problems. A few tables of statistics will help her. Assuming that 20 out of every 1000 female workers drop out of the ranks every year and adding to this the number representing the average annual increase of workers as shown in Table I, it can be determined in what employments the demand is increasing.

STATISTICS OF OCCUPATION

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I.—NUMBER OF FEMALE WORKERS IN SELECTED OCCUPATIONS IN NEW YORK CITY, AS REPORTED BY THE U. S. CENSUS FOR 1910

Occupations	Total female	Girls under 16	Women over 45	Average annual increase in total number
Actors.....	3,759	38	155	113
Apprentices to dressmakers and milliners.....	1,825	1,448	2	*
Artists, sculptors, teachers of art...	1,784	12	312	37
Authoresses.....	515	..	186	*
Bakeries.....	820	48	10	51
Barbers, hairdressers, manicurists...	3,864	80	282	301
Boarding and lodging housekeepers...	6,767	..	3,370	389
Bookkeepers, cashiers, accountants...	21,613	467	426	1,332
Button factories.....	729	79	16	31
Candy factories.....	2,226	235	65	83
Cleaners and scrub-women.....	4,692	11	1,560	*
Clerks in stores.....	9,947	685	296	*
Clerks in offices.....	19,409	546	367	1,035
Cigars and tobacco.....	8,751	181	1,112	232
Compositors, linotypers.....	684	5	59	*
Corset factories.....	676	24	32	*
Dressmakers and seamstresses.....	38,850	95	7,451	133
Designers.....	1,127	1	92	*
Forewomen in factories.....	3,302	..	185	*
Hat factories, felt.....	1,023	55	63	*
Healers, except physicians.....	589	..	160	*
Housekeeper and stewardesses.....	7,522	..	3,041	237
Janitors and sextons.....	10,454	4	3,607	644
Knitting mills.....	1,624	140	59	122
Laces and embroideries.....	1,720	122	71	73
Laundry operatives.....	5,874	116	873	*
Leather goods factories.....	780	45	15	*
Manufacturers and officials.....	789	..	..	284
Milliners and millinery dealers.....	12,095	28	729	544
Musicians and teachers of music.....	5,804	50	836	252
Messengers and office girls.....	2,664	1,244	..	*
Nurses, trained.....	7,504	..	710	..
Nurses, other than trained.....	9,709	..	2,847	..
Paper box factories.....	3,011	243	91	8
Physicians.....	583	..	209	7
Printing and publishing.....	6,889	363	302	*
Retailers.....	7,779	12	2,706	*
Religious and charity workers.....	1,204	..	354	*
Restaurant keepers.....	607	1	163	*
Saleswomen in stores.....	27,761	801	1,171	516
Sewing machine operatives.....	65,042	3,045	2,951	*
Servants.....	113,409	1,819	13,714	*
Shoe factories.....	1,361	52	87	*
Shirt factories.....	2,124	112	78	39
Silk mills.....	3,303	250	89	93
Stenographers and typewriters.....	33,769	546	367	290
Suit and coat factories.....	2,124	128	172	*
Teachers in schools, public, etc.....	21,683	20	2,810	886
Tailoresses.....	6,002	..	589	*
Telephone operators.....	726	2	37	..
Telephone operators.....	7,362	116	37	590
Waitresses.....	8,958	66	346	*
Washerwomen.....	17,823	43	6,008	*

* Classification does not permit comparison.

STANDARDS OF WAGES

We have reliable information concerning the wages paid in department stores, in a few factory groups, and in the state and municipal service.

In 1912, seventeen department stores submitted their pay rolls for a single week in April to the National Civic Federation. The tabulation showed that less than 5 per cent. of the employes were girls under 16 and a little more than 1 per cent. were assistant buyers at fairly good wages.

The distribution of the female workers on the wage scale may be shown by representing the salary grades by spaces and the number of workers in each grade by dots on the spaces.

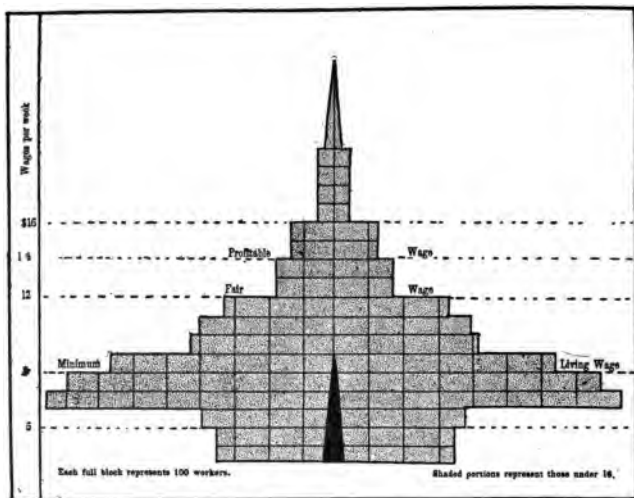


Diagram showing the distribution of 10,000 Department Store Employees on the Salary Scale.

Those who can readily read tables of statistics will see this distribution better by an examination of this table. These figures do not take into consideration commissions which are paid in some stores in addition to wages. These commissions increase the average earnings very slightly. It will be noted that more than half of the workers received less than \$8 per week and not considering those who drop out less than one-fourth have any prospects of attaining \$12 per week.

II.—NUMBER OF FEMALE EMPLOYEES IN SEVENTEEN DEPARTMENT STORES OF NEW YORK CITY ON THE PAYROLL FOR THE WEEK ENDING APRIL 19, 1913.

Weekly Wages not including commissions	Assistant buyers	Sales- women	Girls under 16	All others	Total
Under \$5.....	..	27	874	1,702	2,603
\$5 but under \$6.....	..	161	69	1,214	1,444
\$6 but under \$7.....	..	1,462	16	1,645	3,123
\$7 but under \$8.....	1	1,777	1	1,129	2,908
\$8 but under \$9.....	1	1,497	2	925	2,425
\$9 but under \$10.....	5	966	..	614	1,585
\$10 but under \$11.....	4	863	..	616	1,483
\$11 but under \$12.....	5	326	..	266	597
\$12 but under \$13.....	16	584	..	389	989
\$13 but under \$14.....	5	144	..	132	281
\$14 but under \$16.....	27	489	..	374	890
\$16 but under \$18.....	22	176	..	179	377
\$18 but under \$20.....	27	146	..	115	288
\$20 but under \$25.....	37	168	..	133	338
Over \$25.....	83	81	..	132	296
Total.....	233	8,867	962	9,565	19,627
Average wage.....	\$22.42	\$9.31	\$3.85	..	\$8.58

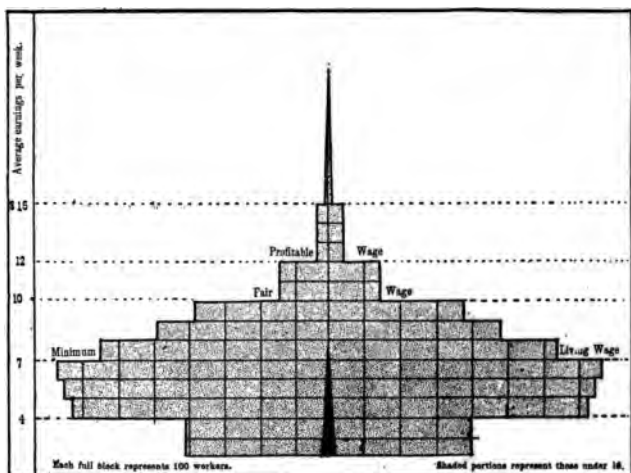
Investigators have agreed that the girl who works for less than \$8 per week in our large cities does so at a loss to herself or her parents or compels herself to live in such a way that she will not be likely to maintain her efficiency. Subtracting each weekly wage from \$8 and multiplying the difference by the number of workers at that wage, adding the products will enable any girl to determine at what a loss to the workers or their parents the customers in these stores are being served.

If, however, a worker figures her cost as a manufacturer computes the cost of his services to his customer, she will say that she represents at 16 an investment equal to the cost of her rearing and education, and in our well managed institutions this cost is about \$4000; her maintenance of \$400 per year, insurance against sickness and unemployment, interest in the investment which she represents, a small annual sum to repay this investment during her working years, and she will find that \$12 is the lowest possible profitable wage and that in a large city it should be nearer \$16 and correspondingly more for the work which requires time and money for preparation. She should have prospects of obtaining this, and her problem is to make herself worth it, to prove her worth and then to demand the wage. Fortunately store managers are beginning to show that they realize responsibility by organizing training classes to help their workers prepare themselves for higher rates of pay.

The work which women do in manufacturing lines is specialized, readily learned and the prevailing wages are more discouraging than in stores. We have accurate information in regard to factory wages for the entire state of New Jersey in which the conditions are not very different from those in New York City, except that the figures are for towns and villages, the cost of living of the workers is perhaps 10 per cent. less and for this reason in this diagram we have represented the living wage as \$7 and the profitable wage at \$10 per week. The returns show the average weekly earnings for the entire year and not the wages for only one week. Here again we have one-half of the workers receiving less *than a living wage* and more than three-fourths less

than a profitable wage at the low estimate at which this wage is placed.

Special investigations into the conditions of the clothing workers in this city for 1912, show that of the entire number whose cases were studied, 40 per cent. were earning less than \$8 per week, 33 per cent.



Distribution of 10,000 Female Factory Workers on Wage Scale.

from \$8 to \$12; less than 5 per cent. over \$15. In the same year the clothing operators in the neighboring cities of New Jersey; 40 per cent. were averaging for the year, less than \$7; 37 per cent. between \$7 and \$9; less than 6 per cent. over \$12. The only standard which seems to prevail is one which will enable the largest number of workers to earn a bare living.

The industries in which the workers are somewhat organized show wages which are graded and slightly higher. In 1912, in New York, of the women workers

in cigar factories 20 per cent. were earning in the week of the investigation less than \$8; 50 per cent. were making \$12 or more in a full week. The problem for those who must enter work of this kind is to find those employers, and there is a constantly increasing number, who offer satisfactory terms.

Work which requires special preparation in the way of schooling before entering or apprenticeships after employment has been pretty well standardized through the influence of the schedules which are in operation in the state and municipal civil service. The last table given shows in parallel columns the number of persons per thousand at each salary grade for those lines of service in which women are most largely employed. To facilitate comparison the salaries are given in even hundreds and columns for representative factory groups have been added.

More than half of the entire number of women workers in the city are engaged in work for which little training is required; work which offers few attractions outside of the wages which are earned which seem discouragingly small, but it must be remembered that among those who have had to struggle for a livelihood, whether men or women, there have always been a full third who have had to be satisfied with a bare living, another third who have been carried on from day to day by the hopes for better things which rarely came, and that the fuller things of life have come to the more energetic third who have managed themselves with care and determination.

More and more, however, men and women are awakening to the fact that they owe a duty to the one who serves them either directly or indirectly in the service

III.—TABLE SHOWING THE DISTRIBUTION ON THE WAGE SCHEDULES OF 1,000 FEMALE WORKERS IN EACH OF SEVERAL SELECTED OCCUPATIONS.

Annual earnings	Candy factories	Hosiery and knit goods	Caretakers, city service	Telephone operators, city and corporation	Nurses without maintenance, city service	Office workers, city and state service	Stenographers, city and state service	Librarians, city service	Elementary teachers, city schools	High school, training school, normal college	Principals, assistants, teachers in charge
Average earnings.	\$292	\$445	\$406	\$548	\$870	\$981	\$972	\$692	\$1163	\$2104	\$3156
No. of individual records.	534	397	235	625	562	824	776	741	15985	1119	241
\$4000 or over. . . . .	..	..	..	..	..	..	..	..	..	..	8
\$3500 but under 4000	..	..	..	..	..	..	..	..	..	..	633
3000 " " 3500	..	..	..	..	..	..	..	..	..	45	129
2750 " " 3000	..	..	..	..	..	..	1	..	..	45	28
2500 " " 2750	..	..	..	..	..	5	..	..	..	398	13
2400 " " 2500	..	..	..	..	..	..	..	..	..	3	114
2300 " " 2400	..	..	..	..	..	..	..	..	..	57	..
2200 " " 2300	..	..	..	..	..	..	..	..	..	52	..
2100 " " 2200	..	..	..	..	..	9	..	..	..	10	..
2000 " " 2100	..	..	..	..	..	..	..	..	..	116	4
1900 " " 2000	..	..	..	..	..	8	..	..	..	2	..
1800 " " 1900	..	..	..	..	..	20	5	2	90	21	4
1700 " " 1800	..	..	..	..	..	3	..	..	7	64	..
1600 " " 1700	..	..	..	..	..	11	8	..	7	3	42
1500 " " 1600	..	..	..	..	..	95	23	9	165	4	5
1400 " " 1500	..	..	..	..	..	..	3	..	34	52	8
1300 " " 1400	..	..	..	..	..	44	38	8	56	1	4
1200 " " 1300	..	..	..	..	1	154	196	31	76	71	..
1100 " " 1200	..	..	..	..	..	9	4	18	41	11	4
1000 " " 1100	..	..	..	6	24	108	154	32	89	14	4
900 " " 1000	..	..	..	13	881	205	..	102	111	39	..
800 " " 900	..	..	..	..	..	..	275	48	90	..	..
700 " " 800	..	..	..	..	77	15	74	159	126	232	..
600 " " 700	..	179	157	86	..	134	116	261	..	..	..
500 " " 600	25	181	533	423	..	9	..	241	..	..	..
400 " " 500	153	200	..	250	79	80	18	122	..	..	..
300 " " 400	157	215	310	145	..	23	..	..	..	..	..
200 " " 300	512	164	..	..	..	..	..	..	..	..	..
Under 200.	153	61	..	..	..	..	..	..	..	..	..

of those whose customers they are and they are demanding that the performance of a useful social service shall carry with it an adequate reward whether that service consists in baking cakes or making candies in basements; fabricating clothing in stifling lofts; making shoes in factories or doing domestic service in kitchens

and in the new industrial day the women who derive the dividends from industrial securities will demand that their working partners will receive a just share of the profits. The day when these rewards will be properly apportioned will be hastened if those who need service will refuse to patronize managers who make capital out of the flesh and blood of their fellows and it behooves those who must work to exert themselves to the utmost in their preparation for those lines of service in which the returns in wages and satisfaction and in development are the highest.

PRACTICAL STUDIES

1 From the school catalogues on file in your library make an index of special training schools and classes for your own city similar to the one on page 196.

2 From the Census Reports in your reference libraries make a table of occupations for your own city similar to the one on page 205 and compute the number of recruits which are annually needed in each occupation and the percentage of workers in each occupation who remain therein to the age of 45 or upward.

3 From the Census Reports make a table showing the number of women in each of the professions in your city and state in 1900 and in 1910.

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